UCF Assessment

Assessment Plan and Results

Plan Year:	2017-2018 ▼	Status:	Plan Approved for DRC Report
Program/Unit:	Communication and Conflict - B.A. ▼	Last Updated:	12/20/2017 1:04:41 PM

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Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward
Assessment Coordinator Instructions

View/Submit Plan Review 🔴   2016-2017 Plan Review

Program/Unit:	Communication and Conflict - B.A.	DRC:	College of Sciences
Year:	2017-2018	DRC Chair:	Elizabeth Grauerholz
Due Date:		Coordinator(s):	Kim Tuorto, Jennifer Sandoval, Lindsay Neuberger
		Reviewer(s):	John Walker

Quick Links: [Click here to enter Results Report]

Mission:
What is the primary purpose and functions of the program/unit? Who are the stakeholders?

The program in Communication and Conflict seeks to educate students and impart skills relevant across the career spectrum and in particular for careers in communication for conflict management and resolution at all levels of interaction: interpersonal, organizational, and international. Many organizations (including university systems, government, and private organizations) hire ombudspersons or investigators for internal conflict management and dispute resolutions and students from our program would be highly qualified applicants. Positions in sales, management, and development require strong negotiation skills, and other foundational element of the program. Graduates would also be well fitted for career fields including the law and adjudication, arbitration, and mediation. Stakeholders would include the university community including students, faculty and staff; regional organizations, including professional firms, not-for-profit organizations, government, and social issues constituencies.

Assessment Process:
Who is conducting the assessment? What are they doing? What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)? How will you review and analyze the data? How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

The Communication and Conflict B.A. has a new program coordinator as of August 8, 2017. For continuinty during this transition period much of the previous assessment plan remains in place as further curricular and assessment changes are developed and agreed upon withint the program. Program assessment will be conducted by the Program Coordinator with the assistance of faculty instructors in the C&C program.

The Program Coordinator will administor pre and post tests for incoming and graduating majors. Faculty in the major will collect those measures embedded in coursework (assessments of writing quality, oral skills etc.), making those results available to the program coordinator. In addition, some results may be collected as outlined below from the Graduating Seniors surveys and/or First Destination surveys administered to all graduates.

While this nascent degree program has only a handful of graduates, this assessment plan is designed to confirm that the requisite knowledge and skills needed by a communication professional in addressing conflict, the ability to analyze and respond to conflict, and effective writing skills are being developed. Over time, it is to be hoped that these outcome measures can be made even more rigorous in order to generate continued improvement through modifiactions to course content, teaching procedures, and practical experience in the field exercises and the like associated with this curriculum.
Results will be tabulated by the Program Coordinator and shared with faculty.

Relationship to Strategic Plan:

How are one or more of the outcomes or measures linked to the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level. Describe in explicit terms the alignment with strategic planning. You can find the UCF Collective Impact Strategic Plan through the hyperlink above or by going to the assessment login page under 'Related UCF Links,' click on 'Strategic Plan.'

The Communication and Conflict B.A. focuses on skills and knowledge that empower careers in mediation, arbitration, employee assistance providers, human resources and management. The major also serves as excellent preparation for graduate studies in communication, management and law. Students study the interaction of communication and conflict at all levels from the interpersonal to the intercultural, with a strong emphasis on experiential learning and real world applications. In addition to our commitment to excellence in education, the Communication and Conflict program lends itself naturally to partnering with the greater Orlando community through building the skills needed by organizational leaders, public servants, and practitioners in conflict management. As our resources grow, we seek to offer education and training programs for the community at large, capitalizing on our online structure through UCF's new, broader-based online access programs.
In meeting UCF's 1st strategic goal of offering the best undergraduate education in Florida, this assessment plan outlines objectives that will us to insure that students acquire the knowledge of communication and conflict constructs, terms, and concepts needed to understand this subject [learning outcome #1—Students will demonstrate knowledge of the basic constructs, terms, and concepts necessary to understanding communication and conflict.] as well as the key theories which allow graduates of this program to understand, evaluate and predict likely conflict and communication issues [learning outcomes #2 – Students will demonstrate knowledge of the central theories associated with communication and conflict; #3 – Students will be able to evaluate and apply key theories of communication and conflict at the interpersonal, Organizational, Community, and International level; & #4 – students should be able to effectively analyze real world conflicts at the interpersonal, Organizational, Community, and International level]. In addition, the curriculum is designed to build those communication skills and behaviors relevant to operating as an effective practitioner in communication and conflict [learning outcome #6 – Students will understand and be able to employ communication behaviors useful in managing and resolving conflict]. These skills will be further enhanced by assignments and instruction geared toward making our graduates more effective writers [learning outcome #7 – students will demonstrate effective writing skills at an appropriate scholarly level.] and more knowledgeable and skilled in using research [learning outcome #8 – students will understand the basic parameters for conducting research in communication and conflict so as to be able to use such research effectively].
UCF's 3rd strategic goal is to provide an international focus to our curricula and research programs. This is reflected in learning outcomes #3 – Students will be able to evaluate and apply key theories of communication and conflict at the interpersonal, Organizational, Community, and International level; #4 – students should be able to effectively analyze real world conflicts at the interpersonal, Organizational, Community, and International level; & #5 – Students will be able to effectively design conflict interventions at the interpersonal, Organizational, Community, and International level. Communication and Conflict is relevant at all levels, notably the international, and this curriculum will include significant emphasis on dealing with conflict at an international level.
Becoming more inclusive and diverse, UCF's 4th strategic goal, is also reflected in the Communication and Conflict program. Enhanced skill in communication and the understanding of different

communication approaches in conflict, as emphasized in learning outcome #6 -- Students will understand and be able to employ communication behaviors useful in managing and resolving conflict, almost invariably enhances inclusiveness and the promotion of diversity as students in the communication and conflict program become more skilled at promoting a positive communication climate and managing conflict more effectively. In addition, as an open-enrollment degree program offered as an online degree, the Communication and Conflict program offers a flexible and accessible education venue for students from any background. As with most degree programs, Communication & Conflict allows for internships as part of our curriculum, allowing for a growth of partnering efforts with the Central Florida community.

This connects directly with UCF's 5th strategic goal – to be America's leading partnership university. As the Communication and Conflict curriculum also emphasizes the practical application of concepts and theory to real world conflicts [learning outcomes #4 – students should be able to effectively analyze real world conflicts at the interpersonal, Organizational, Community, and International level; & #5 – Students will be able to effectively design conflict interventions at the interpersonal, Organizational, Community, and International level] as well as the development of communication skills relevant to practitioners in this field [learning outcome #6 – Students will understand and be able to employ communication behaviors useful in managing and resolving conflict], a growth in partnering efforts through Communication and Conflict should develop over time.

Mission, Process & Strategic Plan Comments:

This is an exemplary mission statement, particularly in the explicit relationships drawn to the strategic goals. The description of the assessment process outlines steps that would seem likely to generate and distribute information that will help "close the loop."

jhw 2017-11-20

- Zack's notes 12/20/17
- Mission: Looks good.
- Assessment Process: Looks pretty good.
- Relationship to Strategic Plan: Pretty good. You do a very thorough job of linking specific outcomes/measures to specific UCF goals. With the release of the new Collective Impact Strategic Plan released in 2016, the university also wants us to now make connections to some of the higher lever metrics and strategies within the strategic plan document. Please look for ways to do that in the next plan.

Please consider the following:

- Concise
- Lists stakeholders
- States purpose
- States primary functions, learning outcomes, and/or operations
- Supports the institution's mission
- Uniquely related to the Academic Program/Administrative Unit

◯ Revision or explanation needed

◉ Satisfactory

Top

Outcome: 1

Students will demonstrate knowledge of the basic constructs, terms, and concepts necessary to understanding communication and conflict.

Academic Learning Compact (ALC):

☐ Communication

☐ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 1.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a

similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Internally-developed Pretest/Post-test:
A pretest featuring questions covering (noted as outcome 1) Communication and Conflict basic constructs, terms, and concepts will be administered to Communication and Conflict students in their first semester after declaring for the major. As part of their 'graduation declaration' package, each student will be administered a post-test covering the same body of Communication and Conflict basic constructs, terms, and concepts. Each student's pre- and post-test scores can be directly compared to show the impact of the Communication and Conflict curriculum on their knowledge of these basic constructs, terms, and concepts. It is expected that 80% or more of the graduating students will score 70% or above in their post-test assessments.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes
○ No

Specify prior year's results:
Communication and Conflict - B.A.

☑ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
Changes in assessment protocol will streamline the future process by relying on post-test pass scores instead of percentages of increase. This measure will become more useful as we increase our number of graduates.

Measure: 1.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the graduating senior survey students will answer the Commnication and Conflict program specific question "Agree or disagree: I am confident in my knowledge of the basic concepts and procedures associated with conflict analysis, management, and resolution" using a 1-5 likert scale (5 being the highest). The average answer for this question should be 3.75 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes
○ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☑ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
This measure has been streamlined to reflect increased consistency in the graduating senior survey. Only a five point scale will be used. Additionally, we have increased our outcome goal from 3.5 to 3.75.

Outcome & Measures Review:

○ Revision or explanation needed

◉ Satisfactory

Outcome & Measures Comment:
The changes in the measure should lead to more useful information.

jhw 2017-11-20

- Zack's notes 12/20/17
- Outcome 1: Outcome statment looks good.
- Measure 1.1:
    ○ Measure statement looks good.
    ○ Change to target of post-test score rather than increase from pre to post is a good example of the program conducting formative assessment by making a change to the assessment to improve the process.
- Measure 1.2:
    ○ Measure statement looks good.
    ○ Again a good example of making changes to the assessment process demonstrating that the program is conducting formative assessment. Set a stretch target and changed the scale used on the assessment instrument.
- Attachments:
    ○ Good.

Attachments: Program Questions to be added to the Graduate Student Survey.docx PrePost_Test_Question_Bank_for_Assessment with objectives.docx   Graduating Senior Survey Results 2016-17.docx   C&C Student Assessment Mastersheet.xlsx

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Outcome: 2
Students will demonstrate knowledge of the central theories associated with communication and conflict.

Academic Learning Compact (ALC):

☐ Communication

☐ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 2.1
Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Internally-developed Pretest/Post-test:
A pretest featuring questions covering (noted as outcome 2) knowledge of the central theories

associated with communication and conflict will be administered to Communication and Conflict students in their first semester after declaring for the major.

As part of their 'graduation declaration' package, each student will be administered a post-test covering the same body of knowledge of the central theories associated with communication and conflict. It is expected that 80% or more of the graduating students will earn an average test score at or above the 70th percentile on the post-test in relevant outcome 2 questions.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

○ Yes

◉ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This measure currently adequately assesses student knowledge of central theories associated with communication and conflict. It will become more useful as our number of graduates increases.

Measure: 2.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the graduating senior survey students will answer the Commnication and Conflict program specific question "Agree or disagree: I am confident in my knowledge of Conflict and Communication theory" using a 1-5 likert scale (5 being the highest). The average answer for this question should be 3.75 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

○ No

Specify prior year's results:

Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☑ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This measure has been streamlined to reflect increased consistency in the graduating senior survey. Only a five point scale will be used. Additionally, we have increased our outcome goal from 3.5 to 3.75.

Outcome & Measures Review:

○ Revision or explanation needed

◉ Satisfactory

Outcome & Measures Comment:

Tuning the measure like this should help create more useful information.

jhw 2017-11-20

- Zack's notes 12/20/17
- Outcome 2: Outcome statement looks good.
- Measure 2.1: Looks pretty good.
- Measure 2.2: Looks pretty good. As with 1.2 good process changes adding stretch target and changing instrument.
- Attachments: Good.

Attachments: C&C Student Assessment Mastersheet.xlsx   Graduating Senior Survey Results 2016-17.docx   PrePost_Test_Question_Bank_for_Assessment with objectives.docx   Program Questions to be added to the Graduate Student Survey.docx

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Outcome: 3

Students will be able to evaluate and apply key theories of communication and conflict at the interpersonal, Organizational, Community, and International level.

Academic Learning Compact (ALC):

☐ Communication

☑ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 3.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in COM4804 "Conflict and Communication Context" and COM4806 "Conflict and Communication Case Studies" are required to complete a case-study research & writing assignment in which their understanding and application conflict and communication theory will be evaluated. It is expected that 80% of students will perform at a satsifactory (70% or higher) level on the portion of the assignment related to applying conflict and communication theory.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

◯ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☑ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

We have increased our outcome goal from 75% of students to 80% of students based on previous data of student success in those courses.

Measure: 3.2
Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the graduating senior survey students will answer the Commnication and Conflict program specific question "Agree or disagree: I am confident in my ability to apply Conflict and Communication theory to better understand real world conflicts" using a 1-5 likert scale (5 being the highest). The average answer for this question should be 3.75 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes
◯ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☑ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
This measure has been streamlined to reflect increased consistency in the graduating senior survey. Only a five point scale will be used. Additionally, we have increased our outcome goal from 3.5 to 3.75.

Outcome & Measures Review:

◯ Revision or explanation needed
◉ Satisfactory

Outcome & Measures Comment:
Increasing the goals may help create more useful information.

jhw 2017-11-20

- Zack's notes 12/20/17
- Outcome 3: Outcome statement looks good.
- Meaure 3.1: Measure looks good. Good stretch target.
- Measure 3.2: Measure looks good. Good process changes adding stretch target and revising instrument scale.
- Attachments: good. All the appropriate attachments are there. I don't quite understand the rubric for the research paper and how it relates to measure 3.1. The measure says that, 80% will get 70% or higher on the portion of the assignment related to applying conflict and communication theory. In the rubric I don't see a specific rubric item addressing theory. Is this rubric the overall rubric for the project? If so, what part of the rubric relates specifically to theory? Is this rubric applied to just certain part (the theory) part of the project? Please clarify in the next plan.

Attachments: Program Questions to be added to the Graduate Student Survey.docx   Rubric for COM4804 Research Paper.docx   Graduating Senior Survey Results 2016-17.docx   2017 Program Assessment Outcomes 4806 relevant.docx

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Outcome: 4
Students will be able to effectively analyze real world conflicts at the interpersonal, Organizational, Community, and International level.

Academic Learning Compact (ALC):

☐ Communication

☑ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 4.1
Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in COM4804 "Conflict and Communication Context" and COM4806 "Conflict and Communication Case Studies" are required to complete a case-study research & writing assignment in which their ability to analyze real world conflicts will be evaluated. It is expected that 80% of students will perform at a satsifactory (70% or higher) level on the portion of the assignment related to analyzing real world conflicts at the interpersonal, Organizational, Community, and International level .

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

◯ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☑ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
We have increased our outcome goal from 75% of students to 80% of students based on previous data of student success in analyzing conflicts in those course assignments.

Measure: 4.2
Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the graduating senior survey students will answer the Commnication and Conflict program specific questions "Agree or disagree: I am confident in my ability to apply Conflict and Communication theory to better understand real world conflicts" and "Agree or disagree: I am confident in my ability to effectively analyze real world conflicts at the interpersonal, organizational, community, and international level" using a 1-5 likert scale (5 being the highest). The average answer for each of these questions should be 3.75 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

◯ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☑ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
This measure has been streamlined to reflect increased consistency in the graduating senior survey. Only a five point scale will be used. Additionally, we have increased our outcome goal from 3.5 to 3.75.

Outcome & Measures Review:

◯ Revision or explanation needed

◉ Satisfactory

Outcome & Measures Comment:
As with previous goals, these changes seem likely to generate useful information.

jhw 2017-11-20

- Zack's notes 12/20/17
- Outcome 4: outcome statement looks good.
- Measure 4.1: Measure looks good. Good stretch target.
- Measure 4.2: Measure looks good. Good stretch target and revision of the instrument scale.
- Attachments: Good. As with 3.1, I don't understand how the rubric is used for measure 4.1. The rubric is identical for 3.1 and 4.1 and appears to assess different parts of the same project. So does the faculty fill out this rubric once related to theory, and then again for analysis of conflicts? Is part of the rubric evaluating theory, and part evaluating analysis of conflicts? Is it different projects that just use the same rubric? Please clarify in the next plan.

Attachments: 2017 Program Assessment Outcomes 4806 relevant.docx   Graduating Senior Survey Results 2016-17.docx   Rubric for COM4804 Research Paper.docx   Program Questions to be added to the Graduate Student Survey.docx

Top

Outcome: 5
Students will be able to effectively design conflict interventions at the interpersonal, Organizational, Community, and International level.

Academic Learning Compact (ALC):

☐ Communication

☐ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 5.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in COM4804 "Conflict and Communication Context" and COM4806 "Conflict and Communication Case Studies" are required to complete a case-study research & writing assignment in which their ability to design effective conflict interventions will be evaluated. It is expected that 80% of students will perform at a satsifactory (70% or higher) level on the portion of the assignment related to their ability to effectively design conflict interventions at the interpersonal, Organizational, Community, and International level.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

○ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1 ☐ 2.1 ☐ 3.1 ☐ 4.2 ☐ 6.1 ☐ 7.2

☐ 1.2 ☐ 2.2 ☐ 3.2 ☑ 5.1 ☐ 6.2 ☐ 8.1

☐ 1.3 ☐ 2.3 ☐ 4.1 ☐ 5.2 ☐ 7.1 ☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
We have increased our outcome goal from 75% of students to 80% of students based on previous data of student success in designing interventions in those course assignments.

Measure: 5.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the graduating senior survey students will answer the Commnication and Conflict program specific questions "Agree or disagree: I am confident in my ability to generate the appropriate intervention strategy for managing or resolving conflict at all conflict levels" and "Agree or disagree: I am confident of my ability to act as a third party in conflict situations, both as an analyst and as a catalyst for managing that conflict" using a 1-5 likert scale (5 being the highest). The average answer for each of these questions should be 3.75 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior

year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

○ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1   ☐ 2.1   ☐ 3.1   ☐ 4.2   ☐ 6.1   ☐ 7.2

☐ 1.2   ☐ 2.2   ☐ 3.2   ☐ 5.1   ☐ 6.2   ☐ 8.1

☐ 1.3   ☐ 2.3   ☐ 4.1   ☑ 5.2   ☐ 7.1   ☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
This measure has been streamlined to reflect increased consistency in the graduating senior survey. Only a five point scale will be used. Additionally, we have increased our outcome goal from 3.5 to 3.75.

Outcome & Measures Review:

○ Revision or explanation needed

◉ Satisfactory

Outcome & Measures Comment:
See previous

jhw 2017-11-20

- Zack's notes 12/20/17
- Outcome 5: Outcome statement looks good.
- Measure 5.1: Meausre looks good. Good stretch target.
- Measure 5.2: Measure looks good. good stretch target. good revision of the instrument scale.
- Attachments: Good. As with 3.1 and 4.1, I don't understand how this rubric is applied to the various sections of the assignment. Please clarify in the next plan.

Attachments: Program Questions to be added to the Graduate Student Survey.docx   Rubric for COM4804 Research Paper.docx   Graduating Senior Survey Results 2016-17.docx   2017 Program Assessment Outcomes 4806 relevant.docx

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Outcome: 6
Students will understand and be able to employ communication behaviors useful in managing and resolving conflict.

Academic Learning Compact (ALC):

☑ Communication

☐ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 6.1
Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the

measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Student internship evaluations completed by supervisor will be at or above a 3.5 (on a 5 point scale) on the following item:
My supervisee handles conflicts with other employees effectively.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes
○ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☑ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
This measure will effectively assess student performance in internships which require them to directly employ communication behaviors useful in managing and resolving conflict.

Measure: 6.2
Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the graduating senior survey students will answer the Commnication and Conflict program specific questions "Agree or disagree: I have developed a better understanding of my conflict communication style", "Agree or disagree: I have developed a greater skill level in communicating during conflicts" and "Agree or disagree: I am confident of my ability to act as a third party in conflict situations, both as an analyst and as a catalyst for managing that conflict" using a 1-5 likert scale (5 being the highest). The average answer for each of these questions should be 3.75 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes
○ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☑ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This measure has been streamlined to reflect increased consistency in the graduating senior survey. Only a five point scale will be used. Additionally, we have increased our outcome goal from 3.5 to 3.75.

Outcome & Measures Review:

◯ Revision or explanation needed

◉ Satisfactory

Outcome & Measures Comment:

See previous

jhw 2017-11-20

- Zack's notes 12/20/17
- Outcome 6: Outcome looks good.
- Measure 6.1: The measure is pretty good.
  - The target could be clearer. Is it expected that all students will be rated 3.5 or above by their supervisor, or is the average rating of all students expected to be 3.5 or above?
  - You've indicated "Yes" when it asks, "Does this measure assess change(s)...?" I don't understand what the change is. You tell me what the intention of the measure is, but I don't see a change. Is this a new measure? Is the measure revised somehow? Did you make a change to the way students are taught to handle conflict that will potentially improve their ratings on this measure?... When identifying a change we want to know 1) What change was made. 2) Why was the change made 3) How it is expected to improve either the assessment process or the results of the measure (i.e. student learning/performance).
- Measure 6.2: The measure looks good. Good stretch target, good revision of the instrument scale to improve the data collection/analysis process.
- Attachments:
  - I don't see how the "TK conflict style assessment" attachment relates to these measures. (perhaps it was an older attachment used on a previous measure that isn't here anymore?)
  - The internship supervisor evaluation form should be attached. Please attach it when you submit the results report.

Attachments: C&C Student Assessment Mastersheet.xlsx   Graduating Senior Survey Results 2016-17.docx   TK Conflict Style Assessment.pdf   Program Questions to be added to the Graduate Student Survey.docx

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Outcome: 7

Students will demonstrate effective writing skills at an appropriate scholarly level.

Academic Learning Compact (ALC):

☑ Communication

☐ Critical Thinking

☐ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 7.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a

similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students in COM4804 "Conflict and Communication Context" and COM4806 "Conflict and Communication Case Studies" are required to complete a case-study research & writing assignment in which their understanding and application conflict and communication theory will be evaluated. It is expected that 80% of students will perform at a satsifactory (70% or higher) level on the portion of the assignment related to clear and effective writing that conforms to the appropriate formatting style.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

○ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☑ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
We have increased our outcome goal from 75% of students to 80% of students based on previous data of student success in demonstrating understanding and application of conflict and communication in those course assignments.

Measure: 7.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the graduating senior survey students will answer the Commnication and Conflict program specific question "Agree or disagree: I am confident in my ability to write effectively in an analytical style in evaluating and understanding a conflicts" using a 1-5 likert scale (5 being the highest). The average answer for this question should be 3.75 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

○ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☑ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☐ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:

This measure has been streamlined to reflect increased consistency in the graduating senior survey. Only a five point scale will be used. Additionally, we have increased our outcome goal from 3.5 to 3.75.

Outcome & Measures Review:

○ Revision or explanation needed

◉ Satisfactory

Outcome & Measures Comment:

See previous

- Zack's notes 12/20/17
- Outcome 7: Outcome statement looks good.
- Measure 7.1: Measure looks good. Good stretch target.
- Measure 7.2: Measure looks good. Good stretch target. Good revision of the scale for the instrument to collect better data.
- Attachments: pretty good. See here with the research paper rubric I can see how some of the rubric items relate specifically to writing abilities, but with this rubric being the same as with the other similar measures I am still unclear on exactly how the rubric is used to evaluate the various different areas. Please clarify this in future plans.

Attachments: Program Questions to be added to the Graduate Student Survey.docx   Writing Guideline.docx   Rubric for COM4804 Research Paper.docx   Graduating Senior Survey Results 2016-17.docx   2017 Program Assessment Outcomes 4806 relevant.docx

Top

Outcome: 8

Students will understand the basic parameters for conducting research in communication and conflict so as to be able to use such research effectively.

Academic Learning Compact (ALC):

☐ Communication

☑ Critical Thinking

☑ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

Measure: 8.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

Students will demonstrate understanding of the basic parameters of research through satisfactory completion of the research proposal assignment integral to COM3800. The initial expectation would be that 75% of students will perform at a satsifactory (70% or higher) level.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

○ Yes

◉ No

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
This measure currently adequately measures student competence in research in communication and conflict contexts.

Measure: 8.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the graduating senior survey students will answer the Commnication and Conflict program specific question "Agree or disagree: I am confident in my ability to understand and utilize academic research in conflict and communication" using a 1-5 likert scale (5 being the highest). The average answer for this question should be 3.75 or higher.

Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)

◉ Yes

○ No

Specify prior year's results:
Communication and Conflict - B.A.

☐ 1.1	☐ 2.1	☐ 3.1	☐ 4.2	☐ 6.1	☐ 7.2
☐ 1.2	☐ 2.2	☐ 3.2	☐ 5.1	☐ 6.2	☐ 8.1
☐ 1.3	☐ 2.3	☐ 4.1	☐ 5.2	☐ 7.1	☑ 8.2

If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:
This measure has been streamlined to reflect increased consistency in the graduating senior survey. Only a five point scale will be used. Additionally, we have increased our outcome goal from 3.5 to 3.75.

Outcome & Measures Review:

○ Revision or explanation needed

◉ Satisfactory

Outcome & Measures Comment:
See previous.

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- Zack's notes 12/20/17
- Outcome 8: Outcome statement looks good.
- Measure 8.1: Measure looks good.
- Measure 8.2: Measure looks good. Good stretch target, good revision of the instrument scale to improve data collection/analysis.
- Attachments: Good.

Attachments: Graduating Senior Survey Results 2016-17.docx   Rubric for Research Proposal in

COM3800.docx   Program Questions to be added to the Graduate Student Survey.docx   Research
Competence Guideline.docx

Mentoring - Coordinator

1. In what ways did you interact and receive feedback from your assigned IE Assessment Divisional Review Committee (DRC) reviewer(s) and DRC Chair? (Check all that apply)

☐ Email

☐ Phone

☐ Meetings

☐ From the DRC Review in the IE Assessment Web Application

☐ I received communication, but was not able to connect with my mentor(s)

☑ None prior to the first submission of the plan to the DRC for review

☐ Other (Please specify)

2. Choose the statement below that best describes how you used the feedback from your assigned IE Assessment Divisional Review Committee reviewer(s) or DRC Chair.

○ Feedback helped to improve this plan

○ Feedback did not result in improvements to this plan

○ Feedback will help to improve a future plan

◉ The plan is being submitted to the DRC for initial review

○ Other (Please specify)

Mentoring - DRC Chair and Reviewer(s)

1. In what ways did you interact and provide feedback to the coordinator(s), faculty or staff member(s) involved with this IE Assessment Plan. (Check all that apply)

☐ Email

☐ Phone

☐ Meetings

☐ From the DRC Review in the IE Assessment Web Application

☐ I attempted contact, but was not able to connect with the assessment coordinator(s)

☑ None prior to the initial submission of the plan to the DRC for review

☐ Other (Please specify)

2. Choose the statement below that best describes how the coordinator(s), faculty or staff members involved with this IE Assessment plan used the feedback.

○ Feedback helped to improve this plan

○ Feedback did not result in improvements to this plan

○ Feedback will help to improve a future plan

◉ The plan was submitted to the DRC for initial review

○ Other (Please specify)

Institutional Effectiveness Assessment Plan Rubric
*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

○ Beginning (1)   ○ Emerging (2)   ○ Maturing (3)   ◉ Accomplished (4)   ○ Exemplary (5)

Indicators:

☑ 1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.
The mission statement should be specific to the program or unit.

☑ 2. Assessment process describes the program or unit's assessment strategy; how that strategy is translated into outcomes and measures; and the process for reviewing, analyzing, and applying assessment data for program/unit improvement.
The assessment process statement should paint a clear picture of all major aspects of the program or unit's Institutional Effectiveness Assessment process. This may include a description of how the plan evolves over time and how it produces continuous qualify improvement for the program or unit. This narrative should be written for "external" reviewers so that someone not familiar with the program or unit will, after reading this statement, have a good understanding of how the program or unit pursues data-driven continuous quality improvement.

☑ 3. Number of outcomes:

- Administrative units: minimum of three outcomes
- Graduate academic programs: minimum of three student learning outcomes
- Undergraduate academic programs: minimum of eight student learning outcomes that incorporate academic learning compacts

For academic programs, course grades and/or GPA may NOT be used as the metric for a measure.

☑ 4. Number and type of measures: For the required outcomes per indicator #3 above, a minimum of two appropriate, quantitative measures, at least one of which is a direct measure.
What constitutes a "direct measure" is contextually dependent. For academic program plans, a "direct measure" is typically assessment of student learning, while a survey of students` self-perceived efficacy would be considered an indirect measure. For an administrative unit measuring customer satisfaction, a survey instrument could be a direct measure.

☑ 5. Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.
For those outcomes and measures that satisfy the minimum requirements (per Indicators 3 and 4) each measure should identify a quantitative variable and establish a specific target outcome. This requirement does not apply to any additional outcomes/measures (beyond the minimum requirements) that a program or unit includes in its plan.

☑ 6. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary.
Assessment instruments (unless proprietary) should be submitted along with the plan either as attachments or links to online instruments. In the event an instrument is still in development when the plan is submitted, a brief description of the planned instrument along with a timeline for implementation may be attached. When this occurs, the program or unit should attach the final instrument to the subsequent Results Report.

Additional Indicators:

☑ 7. The plan explicitly links one or more outcomes or measures to strategic planning.
Administrative units and academic programs should align one or more elements of an IE Assessment plan with the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level.

☑ 8. The plan clearly focuses on formative assessment to promote continuous quality improvement (e.g., establishes baseline data, sets stretch targets based on past performance, etc.).
IE Assessment is a formative process. The primary purpose is to collect data that will help identify opportunities for continuous quality improvement. This is best evidenced when baseline data reveal an opportunity for improvement and a "stretch" target is set accordingly. In general, when a target for a measure is 100% or when a measure is written to "maintain" a particular level of performance, it is unlikely that the measure has strong formative potential.

☐ 9. The plan builds on previous assessment by including at least one measure to assess the impact of an implemented change, demonstrating a "closed loop" IE Assessment process.
Collecting data that will be used to evaluate the impact of an implemented change is central to the IE Assessment process. Measures designed for this purpose are the means to close the IE Assessment loop.

Overall Comments on Outcomes and Measures:

The plan is clearly using feedback to work with the assessment process and generate more useful data. Closing the loop will depend on this kind of information, to inform decisions about curriculum change.

jhw 2017-11-20

- Zack's notes 12/20/17
- Overall a very good plan. It has been rated 4-Accomplished.
- The only rubric item we did not give credit for was rubric item #9 related to making changes designed to lead to a closed loop. In order to receive credit for this rubric item the program must indicate that a pedagogy, curriculum, etc. change has been made designed to improve student learning/performance in turn improving the results of a particular measure. The program indicated many changes to the assessment process via stretch targets, revising the scale used on the survey, revising measures, etc. but there were not any indications of changes designed to improve student learning or performance. It is okay not to include such changes, but keep in mind that such changes are necessary in order to "close the loop"
- Additionally, I've made note a few things that didn't affect the rating this time, but I think can be revised to provide better clarity and strengthen the plan overall. Please review the notes and consider making these revisions in the next plan.
  - In the Relationship to Strategic Plan section, try to also connect your outcomes/measure to higher level strategies and metrics in the new Collective Impact Strategic Plan document.
  - For all the measures involving the case study assignment, I am unclear on how the rubric is used to evaluate the various targets in the measures (applying theory, analyzing real world conflicts, designing conflict interventions, etc.) Please clarify more specifically how the rubric is used to evaluate each of these in their appropriate measure.
  - In measure 6.1 please clarify the target is it that all students will be rated 3.5 or higher by their intership supervisor, or is it that the average rating across all students will be 3.5 or higher.
  - In measure 6.1, I don't undertand what change was made. "Yes" is checked when asked "Does this measure assess change(s)...?" but the explanation just tells us the purpose of the measure. When indicating a change be sure to tell us 1) What change was made 2) Why the change was made 3) How is it expected to improve the assessment process or student learning/performance on the measure.
  - Outcome 6 attachments, the internship supervisor evaluation document should be attached. (Please attach it to the results report)

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