

# UCF Assessment

## Assessment Plan and Results

Plan Year:  Status: Results Approved for DRC Report  
 Program/Unit:  Last Updated: 11/7/2017 1:16:07 PM

We strongly recommend not copying directly from Microsoft Word or Excel to the rich text boxes as the text being copied may contain html and/or xml code which may hinder how the document is viewed. We suggest to first paste the text to notepad, then copy the text from notepad to the rich text box.

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

View/Submit Results Review  2015-2016 Results Review

Program/Unit:	Communication and Conflict - B.A.	DRC:	College of Sciences
Year:	2016-2017	DRC Chair:	Elizabeth Grauerholz
Due Date:		Coordinator(s):	Kim Tuorto, James McCafferty, Jennifer Sandoval, Lindsay Neuberger
		Reviewer(s):	John Walker

### Quick Links:

#### Mission:

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:

Program assessment will be conducted by the Area Coordinator (Jim McCafferty) with the assistance of those non-adjunct faculty who assist with program course instruction. Where needed, adjunct faculty may be asked to provide data collected as part of their assigned coverage courses.

The Area Coordinator will ensure that majors in Communication and Conflict are administered the pretests (administered in the semester they declare themselves as majors) and posttests (administered as part of their declaration of intent to graduate) used in some of the outcome measures. Faculty in the major will collect those measures embedded in coursework (assessments of writing quality, oral skills etc.), making those results available to the area 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 one graduate to date, 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 modifications 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 Area Coordinator and shared with C&C faculty as well as the general faculty of the Nicholson school (these are regular items of business at NSC workdays and faculty meetings).

Suggestions for improvement will be developed at Area workday meetings and, where applicable, with contributions from colleagues at the Nicholson School of Communication.

### **Relationship to 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. Graduates of our program will go on to be mediators assisting dispute resolution through the courts as well as independently working with peer and community mediation programs. 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.

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### 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

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 would demonstrate an increase of 10% or more in a direct comparison of their pre-and post-test scores.

### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

To date, despite nearly 200 active majors, the program has only 8 graduates. Because the adoption of the pretest-posttest system antedated the first batch of graduates, only 2 of the 8 graduates had both pre and post test scores for direct comparison. Both of those persons scored well 80% and 90% respectively, but had the same scores on both the pre and the post test. Subsequent pre-test scores of those who have not graduated average 63.4%. This gives us confidence that this measure will produce better and more useful results as the numbers participating in the assessment tests increase, giving us a better sense of where changes can be made to enhance the outcome of this learning objective. Two paired scores is essentially anecdotal.

### Did your results show an improvement compared to previous year(s) results?

- Yes
- No

### If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed
- Satisfactory

**Measure: 1.2**

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 1 questions.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

As with measure 1.1, two few scores are available to confirm having met this target. Both of the paired scores recorded did exceed this standard, but with 6 of the 8 graduates unmeasured, this measure cannot be confirmed to have been met. With only 3 faculty having worked with all 8 of these graduates, our qualitative sense of these graduates is that they meet this standard. Again, with the pretest-posttest system now generated more data with both the growth of the degree and fuller implementation of the testing, better data should be available for this measure in the near future.

**Did your results show an improvement compared to previous year(s) results?**

- Yes
- No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed
- Satisfactory

**Measure: 1.3**

On the graduating senior survey students will answer the Communication 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 3.5 or higher. If a 7-point scale is used, the score should be a 5 or higher.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

Of our 8 graduates, 1 graduated prior to the inclusion of the program specific questions in the Graduating Senior Survey. Of those 7 who did complete the survey, 6 students answered this question. Two 5/5 and four 4/5 Likert scores were noted. These produce an average score of 4.33/5 among these six respondents, exceeding the 3.5/5 objective. Even if the "missing" answer is calculated as a 1/5, the resulting average of 3.85/5 still exceeds the goal.

Given the comparatively small numbers responding, resulting from the newness of the program, these results are encouraging. However, a greater number of responses would improve our understanding of our student's own assessment of their knowledge of basic concepts and procedures connected to this learning objective.

**Did your results show an improvement compared to previous year(s) results?**

- Yes
- No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed
- Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Most of our concerns with these results center on the small number of respondents (resulting from the newness of the program) and the incomplete implementation of the pretest-posttest process. With the number of respondents-to-be increasing and implementation of the assessment tools, these issues should be addressed allowing us more results from which we can derive a better understanding of how our curriculum and methods are helping students to achieve this objective.

As a side note, the fact that one student was able to graduate in one calander year following program admittance -- and miss much of our assessment procedures before they were even implemented -- does bring up the concern of just how quickly some transfer students can proceed through a degree. This is one of the concerns that is being addressed in a planned series of program changes being put forward for review and acceptance this year. These changes were considered and made at the prompting of a quick Nicholson School internal review of all programs initiated by our new director.

**Reflective Statement Review:**

- Revision or explanation needed
- Satisfactory

### Overall Outcome Results Review Comment:

The measures do seem likely to produce some useful data, although the process hasn't reached that point yet. The process also led to a realization of how students can move through a program as a transfer, which is useful information.

**LG comments 11/6/17:** Please elaborate a bit on what changes were made, especially since this is what your "implemented and planned changes" later are based on.

**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

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.

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 the central theories associated with communication and conflict. It is expected that 80% or more of the graduating students would demonstrate an increase of 10% or more in a direct comparison of their pre-and post-test scores.

### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

To date, despite nearly 200 active majors, the program has only 8 graduates. Because the adoption of the pretest-posttest system antedated the first batch of graduates, only 2 of the 8 graduates had both pre and post test scores for direct comparison. Both of those persons scored well 80% and 90% respectively, but had the same scores on both the pre and the post test. Subsequent pre-test scores of those who have not graduated average 63.4%. This gives us confidence that this measure will produce better and more useful results as the numbers participating in the assessment tests increase, giving us a better sense of where changes can be made to enhance the outcome of this learning objective. Two paired

scores is essentially anecdotal.

**Did your results show an improvement compared to previous year(s) results?**

- Yes  
 No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Measure: 2.2**

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.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met  
 Target not met

As with measure 1.1, two few scores are available to confirm having met this target. Both of the paired scores recorded did exceed this standard, but with 6 of the 8 graduates unmeasured, this measure cannot be confirmed to have been met. With only 3 faculty having worked with all 8 of these graduates, our qualitative sense of these graduates is that they meet this standard. Again, with the pretest-posttest system now generated more data with both the growth of the degree and fuller implementation of the testing, better data should be available for this measure in the near future.

**Did your results show an improvement compared to previous year(s) results?**

- Yes  
 No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed
- Satisfactory

### Measure: 2.3

On the graduating senior survey students will answer the Communication 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 3.5 or higher. If a 7-point scale is used, the score should be a 5 or higher.

#### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

Of our 8 graduates, 1 graduated prior to the inclusion of the program specific questions in the Graduating Senior Survey. Of those 7, Three 5/5 and four 4/5 Likert scores were noted. These produce an average score of 4.43/5 among these seven respondents, exceeding the 3.5/5 objective. These results are encouraging. However, a greater number of responses would improve our understanding of our student's own assessment of their knowledge of basic concepts and procedures connected to this learning objective.

#### Did your results show an improvement compared to previous year(s) results?

- Yes
- No

#### If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

#### Review:

- Revision or explanation needed
- Satisfactory

#### Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Most of our concerns with these results center on the small number of respondents (resulting from the newness of the program) and the incomplete implementation of the pretest-posttest process. With the number of respondents-to-be increasing and implementation of the assessment tools, these issues should be addressed allowing us more results from which we can derive a better understanding of how our curriculum and methods are helping students to achieve this objective.

As a side note, the fact that one student was able to graduate in one calendar year following program admittance -- and miss much of our assessment procedures before they were even implemented -- does

bring up the concern of just how quickly some transfer students can proceed through a degree. This is one of the concerns that is being addressed in a planned series of program changes being put forward for review and acceptance this year. These changes were considered and made at the prompting of a quick Nicholson School internal review of all programs initiated by our new director.

### Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

### Overall Outcome Results Review Comment:

The measures are similar to those developed for the first outcome. As results come in through future cycles, it may be good to develop a range of measures, beyond the pre and post-tests.

**LG comments 11/6/17:** Looks good. Next year's results sound yield useful information.

**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

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 75% of students will perform at a satisfactory (70% or higher) level on the portion of the assignment related to applying conflict and communication theory.

### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

One section of 4804 and one section of 4806 were taught during this academic year. 86.7% of those in the 4804 section turned in a satisfactory performance of 70% or higher (39/45), while 88% (16/18) did so in 4806. In both cases the class grade performance average was significantly higher than this in terms of individual grades.

**Did your results show an improvement compared to previous year(s) results?**

- Yes  
 No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Results from the previous academic year (not tabulated for the last round of results) were 86.2% (25/29) for 4804 and 75% (6/8) for 4806. The significant improvement in 4806 is likely a result of larger numbers allowing for less distortion from a single data point.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Measure: 3.2**

On the graduating senior survey students will answer the Communication 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 3.5 or higher. If a 7-point scale is used, the score should be a 5 or higher.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met  
 Target not met

Of our 8 graduates, 1 graduated prior to the inclusion of the program specific questions in the Graduating Senior Survey. Of those 7, four 5/5 and three 4/5 Likert scores were noted. These produce an average score of 4.57/5 among these seven respondents, exceeding the 3.5/5 objective. These results are encouraging. However, a greater number of responses would improve our understanding of our student's own assessment of their knowledge of basic concepts and procedures connected to this learning objective.

**Did your results show an improvement compared to previous year(s) results?**

- Yes  
 No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Students seem to be meeting this learning outcome successfully. Our program emphasizes writing, with a clear bent toward conflict analysis using real world case examples, throughout the curriculum. While most students need to adapt to the use of APA formatting and the quality of writing expected, our coursework appears to be providing them the needed development. It may well be beneficial to alter these standards in the near future, either by establishing a higher percentage grade threshold, or a higher overall percentage of students expected to meet that performance level. This would allow us to more rigorously gauge our success with this important learning objective. Effective writing has been classed as one of the "pillars" of learning at the Nicholson School.

#### Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

#### Overall Outcome Results Review Comment:

It may be a good idea (as noted in the reflective statement) to revisit the target goal, or to develop some new measures for this outcome.

**LG comments 11/6/17:** Looks good. Since the program/assessment is so new, it makes sense to keep targets where they are for now. More granular analysis of areas where students appear to be weakest (based on rubric) would allow you to provide an "intervention" to address these limitations. E.g., if APA formatting is an area of concern (as you noted in your RS), perhaps adding an online module would help?

**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

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 75% of students will perform at a satisfactory (70% or higher) level on the portion of the assignment related to analyzing real world conflicts at the interpersonal, Organizational, Community, and International level .

#### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying

"n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

One section of 4804 and one section of 4806 were taught during this academic year. 86.7% of those in the 4804 section turned in a satisfactory performance of 70% or higher (39/45), while 88% (16/18) did so in 4806. In both cases the class grade performance average was significantly higher than this in terms of individual grades.

**Did your results show an improvement compared to previous year(s) results?**

- Yes
- No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Results from the previous academic year (not tabulated for the last round of results) were 86.2% (25/29) for 4804 and 75% (6/8) for 4806. The significant improvement in 4806 is likely a result of larger numbers allowing for less distortion from a single data point.

**Review:**

- Revision or explanation needed
- Satisfactory

**Measure: 4.2**

On the graduating senior survey students will answer the Communication 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 3.5 or higher. If a 7-point scale is used, the score should be a 5 or higher.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

Of our 8 graduates, 1 graduated prior to the inclusion of the program specific questions in the Graduating Senior Survey. Of those 7, Three 5/5 and four 4/5 Likert scores were noted. These produce an average score of 4.43/5 among these seven respondents, exceeding the 3.5/5 objective. These results are encouraging. However, a greater number of responses would improve our understanding of our student's own assessment of their knowledge of basic concepts and procedures connected to this learning objective.

**Did your results show an improvement compared to previous year(s) results?**

- Yes  
 No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Student's seem to be meeting this learning outcome successfully. Our program emphasizes writing, with a clear bent toward conflict analysis using real world case examples, throughout the curriculum. While most students need to adapt to the use of APA formatting and the quality of writing expected, our coursework appears to be providing them the needed development. It may well be beneficial to alter these standards in the near future, either by establishing a higher percentage grade threshold, or a higher overall percentage of students expected to meet that performance level. This would allow us to more rigorously gauge our success with this important learning objective. Effective writing has been classed as one of the "pillars" of learning at the Nicholson School. In addition, the internal Nicholson School review prompted changes that will place even greater emphasis on the 4 levels of interpersonal, organizational, community, and international level as contexts for conflict.

**Reflective Statement Review:**

- Revision or explanation needed  
 Satisfactory

**Overall Outcome Results Review Comment:**

If students are easily meeting the goals for these measures, it may be time to construct some new measures, so that some more actionable data can be found.

**LG comments 11/6/17:** Same comments as Outcome 3.

**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

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**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**

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 75% of students will perform at a satisfactory (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.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met  
 Target not met

One section of each of the relevant classes were offered during this academic year. COM4804 students completed this objective with 86.7% turning in a satisfactory performance of 70% or higher (39/45), while 88% (16/18) did so in 4806. In both cases the class grade performance average was significantly higher than this in terms of individual grades. While student scores in 4804 were strong overall, the intervention design component averaged 79% as compared to the analysis 82% and writing components 90%.

**Did your results show an improvement compared to previous year(s) results?**

- Yes  
 No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Results from the previous academic year (not tabulated for the last round of results) were 86.2% (25/29) for 4804 and 75% (6/8) for 4806. The significant improvement in 4806 is likely a result of larger numbers allowing for less distortion from a single data point.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Measure: 5.2**

On the graduating senior survey students will answer the Communication 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 3.5 or higher. If a 7-point scale is used, the score should be a 5 or higher.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and

"N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

Of our 8 graduates, 1 graduated prior to the inclusion of the program specific questions in the Graduating Senior Survey. Of those 7 who did complete the survey, four reported a 5/5, two a 4/5, and one a 3/5 Likert scores. These produce an average score of 4.43/5 among these seven respondents, exceeding the 3.5/5 objective. These results are encouraging. However, a greater number of responses would improve our understanding of our student's own assessment of their knowledge of basic concepts and procedures connected to this learning objective. This is especially true of the one reported score of 3/5 on this measure, to determine the degree to which this level of self reported confidence is an individual or programmatic concern.

**Did your results show an improvement compared to previous year(s) results?**

- Yes
- No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed
- Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Student's seem to be meeting this learning outcome successfully. Our program emphasizes writing, with a clear bent toward conflict analysis using real world case examples, throughout the curriculum. While most students need to adapt to the use of APA formatting and the quality of writing expected, our coursework appears to be providing them the needed development. It may well be beneficial to alter these standards in the near future, either by establishing a higher percentage grade threshold, or a higher overall percentage of students expected to meet that performance level. This would allow us to more rigorously gauge our success with this important learning objective. Effective writing has been classed as one of the "pillars" of learning at the Nicholson School. In addition, the internal Nicholson School review prompted changes that will place even greater emphasis on the 4 levels of interpersonal, organizational, community, and international level as contexts for conflict. Further data on the degree to which students are internalizing the idea of effective conflict intervention needst to be collected.

**Reflective Statement Review:**

- Revision or explanation needed
- Satisfactory

**Overall Outcome Results Review Comment:**

Now that data is available to improve the understanding of student performance on these measures, the students seem to be doing quite well. It might be time to develop some new measures for this objective.

**LG comments 11/6/17:** Same comments as for Outcome 3.

**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

Pretest/Post-test using Thomas and Kilmann Conflict Styles Instrument (TK) [see attachment]: A pretest covering using the TK instrument 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 using the same instrument with questions presented in a different order.

Each student's pre- and post-test scores can be directly compared to show changes manifested in the self-reported conflict styles adopted by the student in question. It is expected that 80% or more of the graduating students will choose the "avoidance" style fewer times on the post-test than they did on the pre-test, and that 80% or more will demonstrate a more balanced pattern of responses using all five conflict styles on the post-test than they did on the pre-test..

#### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

To date, only 1 of our 8 graduates has been both pretested and posttested using this instrument. Her scores in the avoidance portion of the test went from 8 to 9, not reflecting a decreased reliance on the avoidance style at all. This is, of course, the epitome of anecdotal data. With the systematized collect of instrument scores now in place, a much broader data pool should allow us to gauge the effectiveness of this learning objective more and more effectively each year.

#### Did your results show an improvement compared to previous year(s) results?

- Yes
- No

#### If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

No previous results are available, given the newness of No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed
- Satisfactory

**Measure: 6.2**

On the graduating senior survey students will answer the Communication 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 3.5 or higher. If a 7-point scale is used, the score should be a 5 or higher.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

Of our 8 graduates, 1 graduated prior to the inclusion of the program specific questions in the Graduating Senior Survey. Of those 7 who did complete the survey, four reported a 5/5, and three a 4/5 Likert scores. These produce an average score of 4.57/5 among these seven respondents, exceeding the 3.5/5 objective. These results are encouraging. However, a greater number of responses would improve our understanding of our student's own assessment of their knowledge of basic concepts and procedures connected to this learning objective.

**Did your results show an improvement compared to previous year(s) results?**

- Yes
- No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed
- Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

The limited amount of results for this learning objective make any real assessment of our effectiveness in

this objective impossible. Results in the near future should allow us a better ability to gauge this. Program faculty a personal perception that student's thoughts and approaches to and about conflict are shifting as a result of the program curriculum, but this is unconfirmed by any outside measure.

### Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

### Overall Outcome Results Review Comment:

The measures do seem appropriate, and hopefully in cycles to come they will produce useful data.

**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

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 75% of students will perform at a satisfactory (70% or higher) level on the portion of the assignment related to clear and effective writing that conforms to the appropriate formatting style.

### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

One section of each of the relevant classes were offered during this academic year. COM4804 students completed this objective with 86.7% turning in a satisfactory performance of 70% or higher (39/45), while 88% (16/18) did so in 4806. In both cases the class grade performance average was significantly higher than this in terms of individual grades. Students were clearly demonstrating a command of the APA formatting and the ability to write in a structured analytical fashion.

### Did your results show an improvement compared to previous year(s) results?

- Yes
- No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Results from the previous academic year (not tabulated for the last round of results) were 86.2% (25/29) for 4804 and 75% (6/8) for 4806. The significant improvement in 4806 is likely a result of larger numbers allowing for less distortion from a single data point.

**Review:**

- Revision or explanation needed
- Satisfactory

**Measure: 7.2**

On the graduating senior survey students will answer the Communication 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 3.5 or higher. If a 7-point scale is used, the score should be a 5 or higher.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

Of our 8 graduates, 1 graduated prior to the inclusion of the program specific questions in the Graduating Senior Survey. Of those 7 who did complete the survey, four reported a 5/5, two a 4/5, and one a 3/5 Likert scores. These produce an average score of 4.43/5 among these seven respondents, exceeding the 3.5/5 objective. These results are encouraging. However, a greater number of responses would improve our understanding of our student's own assessment of their knowledge of basic concepts and procedures connected to this learning objective. This is especially true of the one reported score of 3/5 on this measure, to determine the degree to which this level of self reported confidence is an individual or programmatic concern.

**Did your results show an improvement compared to previous year(s) results?**

- Yes
- No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

**Review:**

- Revision or explanation needed
- Satisfactory

**Reflective Statement:**

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw

improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Given the high scores of our students on the writing quality portions of these assessment-related assignments, we are confident that our students are performing well on this learning objective. It may be necessary to increase either the percentage of students expected to reach this standard, or to increase the quality level of the standard, or both in order to effectively gauge just how successful the curriculum is when addressing this learning objective.

#### Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

#### Overall Outcome Results Review Comment:

For this outcome, it seems that the data indicate that students are exceeding the goal by a fair amount. Other measures might be needed to produce useful data.

**LG comments 11/6/17:** This looks good. I do wonder if there are areas (based on the rubric) that may suggest improvement is needed. A more granular analysis could reveal these areas.

**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

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#### 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

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 satisfactory (70% or higher) level.

#### Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

One section of COM3800 was taught during this academic year. 37 of the 44 students met the expected standard for their research proposals (84%) with a class average score of 76% on the final assignment. This meets and exceeds the stated goal for this learning objective. Our faculty will need to consider if this learning standard should be raised either in terms of the percentage meeting it or in terms of the target assignment score to see if a higher standard can be used to enhance the sense of just how effectively this learning objective is being fulfilled.

**Did your results show an improvement compared to previous year(s) results?**

- Yes  
 No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

Previous iterations of this class produced scores of 83% [15/18 for Fa112015] and 86% [25/29 for Spring2015]. The most recent score was slightly exceeded, while an earlier class had a slightly higher score. This suggests a fairly stable rate of performance on this objective since the inception of the program.

**Review:**

- Revision or explanation needed  
 Satisfactory

**Measure: 8.2**

On the graduating senior survey students will answer the Communication 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 3.5 or higher. If a 7-point scale is used, the score should be a 5 or higher.

**Result:**

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met  
 Target not met

Of our 8 graduates, 1 graduated prior to the inclusion of the program specific questions in the Graduating Senior Survey. Of those 7 who did complete the survey, three reported a 5/5, three a 4/5, and one a 3/5 Likert scores. These produce an average score of 4.29/5 among these seven respondents, exceeding the 3.5/5 objective. These results are encouraging. However, a greater number of responses would improve our understanding of our student's own assessment of their knowledge of basic concepts and procedures connected to this learning objective. This is especially true of the one reported score of 3/5 on this measure, to determine the degree to which this level of self reported confidence is an individual or programmatic concern. Scores here were slightly lower than on the other self report measures.

**Did your results show an improvement compared to previous year(s) results?**

- Yes  
 No

**If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:**

No previous results are available, given the newness of No previous results are available, given the newness of the program. It is, at present, impossible for us to compare with previous results.

#### Review:

- Revision or explanation needed
- Satisfactory

#### Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

While the percentage of students meeting the learning objective goal standard for this objective has remained essentially stable, the average class score for the assignment was 76% in its most recent iteration, but somewhat higher in the two preceding classes at 84% in Fall2015 and 87% in Spring2015. As all 3 sections were taught by the same faculty member, it is to be hoped that this is resulting from an increased effort to minimize grade inflation and push for a better reasoned and written research proposal. In addition, prior to the most recent iteration of the research methods class, sections were 'filled out' with non-majors. Among these non majors there was a relatively high degree of attrition from withdrawals and those who did complete the methods course were often granted minor exceptions in topic or approach. Thus, a more consistently focused set of results is likely to result from subsequent comparisons with the Fall2016 course, allowing for a better sense of the success students are having with this learning objective.

#### Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

#### Overall Outcome Results Review Comment:

The measure seems to be generating useful data, and in the reflective statement it seems to have led to some useful information about the courses, as they are currently being taught.

**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 results report 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 results report

- Feedback did not result in improvements to this results report
- Feedback will help to improve a future plan
- The results report 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 results report. (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 results report 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 results report used the feedback.**

- Feedback helped to improve this results report
- Feedback did not result in improvements to this results report
- Feedback will help to improve a future plan
- The results report was submitted to the DRC for initial review
- Other (Please specify)

#### **Curriculum/Course-related Assessment Methods:**

- Capstone Course
- Capstone Project or Performance Evaluation
- Case study / Simulation
- Course-embedded Questions
- Portfolio
- Rating Scale / Scoring Rubric (yields a grade)
- Assessment Rubrics (student demonstrates proficiency)
- Lab Journals / Reports
- Observation (focused on specific program outcomes)
- Other method

#### **Review:**

- Revision or explanation needed
- Satisfactory

#### **Review Comments:**

The methods seem to match up well to the objectives, pending the receipt and analysis of the data. In the future it might be useful to diversify the suite of methods and get a wider range of types of data.

jhw 2017-10-27

#### **Explain EACH item checked above:**

Case study based assignments in both COM4804 and the COM4806 capstone course are used to gauge a number of the learning objectives relating to both content (Objectives 3 through 5) and writing ability (objective 7).

#### **Examinations/Tests:**

#### **Standardized:**

- Nationally-normed Exam

- State-normed Exam
- Other

**Explain EACH item checked above:****Local:**

- Post-test Only
- Pre-post Test
- Other exam or test

**Explain EACH item checked above:**

An internally developed pre-posttest is administered to students in their first and last semesters. This is used to evaluate learning objectives 1 and 2. Copies are attached to each objective.

**Surveys:****Institution (UCF):**

- UCF Graduating Student Survey (Seniors or Graduate student)
- Alumni Survey
- Student Satisfaction Survey
- First Destination Survey
- Employee Survey
- Entering Student Survey

**Explain EACH item checked above:**

Program specific questions administered as part of the GSS are used as a second measure of effectiveness on all 8 learning objectives.

**Local:**

- Alumni Survey (Department or Program; not UCF)
- Customer Satisfaction Survey
- Exit and Other Interviews

**Explain EACH item checked above:****Other Survey(s):**

- National Survey
- State Survey
- Other Survey

**Explain EACH item checked above:****Miscellaneous Assessment Methods:**

- Advisory Board
- Focus Group
- Institutional Data
- Student Records
- Accreditation Reviews (e.e. SACS, CAEP, ABET)
- Other

**Explain EACH item checked above:**

The Thomas and Killman conflict styles instrument is administered in the first and last semester of each student's career in the program. This is used to chart changes in their approach to conflict as per learning objective #6. Copies of the instrument are attached to that objective.

**Changes to Academic Process:**

- Modify Frequency or Schedule of Course Offerings
- Make Technology Related Improvements
- Make Personnel Related Changes

**Is this an implemented or planned change?**

- Implemented Change
- Planned Change
- Both

**Implemented change in current assessment cycle:**

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How did you bring about a change?

**Outcome: 1 Measure: 1****Explain the strategy that you implemented to bring about the change:**

Expansion of the program to roughly 20 majors mandates participation from more faculty. The Fall 2017 semester involves at least one new person teaching part time with the program, with more expected in the Spring of 2018. This should improve the number of pedagogical perspectives available to the majors as well as maintain the appropriate number of sections offered to students to complete their degrees in reasonable time.

**Describe the data that you collected to assess the change:**

To date, despite nearly 200 active majors, the program has only 8 graduates. Because the adoption of the pretest-posttest system antedated the first batch of

**Criteria:**

Please comment on implemented and planned changes

- Clear statement of change(s)
- Description of how changes created improvements; make suggestions for future cycles

**Review:**

- Revision or explanation needed
- Satisfactory

**Review Comments:**

The review is fine as far as it goes. The assessment will have to wait for more data to be gathered in order to allow for comparisons. Obviously, as more students graduate, more information is going to become available.

jhw 2017-10-27

**LG comments 11/6/17:** Although details of changes are outlined in the final section below, it would help to be more specific about what changes are taking place in your statements: "This is one of the concerns that is being addressed in a planned series of program changes being put forward for review and acceptance this year. These changes were considered and made at the prompting of a quick Nicholson School internal review of all programs initiated by our new director." You should also mention this change in the Reflective Statement for Outcome 1.

graduates, only 2 of the 8 graduates had both pre and post test scores for direct comparison. Both of those persons scored well 80% and 90% respectively, but had the same scores on both the pre and the post test. Subsequent pre-test scores of those who have not graduated average 63.4%. This gives us confidence that this measure will produce better and more useful results as the numbers participating in the assessment tests increase, giving us a better sense of where changes can be made to enhance the outcome of this learning objective. Two paired scores is essentially anecdotal.

**Describe Improvement(s):**

(If baseline data or no improvement, please explain next steps)

Most of our concerns with these results center on the small number of respondents (resulting from the newness of the program) and the incomplete implementation of the pretest-posttest process. With the number of respondents-to-be increasing and implementation of the assessment tools, these issues should be addressed allowing us more results from which we can derive a better understanding of how our curriculum and methods are helping students to achieve this objective.

As a side note, the fact that one student was able to graduate in one calander year following program admittance -- and miss much of our assessment procedures before they were even implemented -- does bring up the concern of just how quickly some transfer students can proceed through a degree. This is one of the concerns that is being addressed in a planned series of program changes being put forward for review and acceptance this year. These changes were considered and made at the prompting of a quick Nicholson School internal review of all programs initiated by our new director.

**Planned change for next assessment cycle:**

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change.  
How are you going to bring about a change?

**Outcome: 1 Measure: 1**

**Explain the strategy that you will implement to attempt to bring about the change:**

Most of our concerns with these results center on the small number of respondents (resulting from the newness of the program) and the incomplete implementation of the pretest-posttest process. With the number of respondents-to-be increasing and implementation of the assessment tools, these issues should be addressed allowing us more results from which we can derive a better understanding of how our curriculum and methods are helping students to achieve this objective.

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students can proceed through a degree. This is one of the concerns that is being addressed in a planned series of program changes being put forward for review and acceptance this year. These changes were considered and made at the prompting of a quick Nicholson School internal review of all programs initiated by our new director.

**Describe the data that you will collect to assess the change to provide evidence of improvement:**

To date, despite nearly 200 active majors, the program has only 8 graduates. Because the adoption of the pretest-posttest system antedated the first batch of graduates, only 2 of the 8 graduates had both pre and post test scores for direct comparison. Both of those persons scored well 80% and 90% respectively, but had the same scores on both the pre and the post test. Subsequent pre-test scores of those who have not graduated average 63.4%. This gives us confidence that this measure will produce better and more useful results as the numbers participating in the assessment tests increase, giving us a better sense of where changes can be made to enhance the outcome of this learning objective. Two paired scores is essentially anecdotal.

- Implement Additional Training
- Revise Advising Standards or Process
- Revise Admission Criteria
- Other implemented or planned change
- No Changes to Academic Process

**Changes to Curriculum:**

- Revise and/or Enforce Prerequisites
- Revise Course Sequence

**Is this an implemented or planned change?**

- Implemented Change
- Planned Change
- Both

**Planned change for next assessment cycle:**

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How are you going to bring about a change?

**Outcome: 1 Measure: 1**

**Explain the strategy that you will implement to attempt to bring about the change:**

Most of our concerns with these results center on the small number of respondents (resulting from the newness of the program) and the incomplete implementation of the pretest-posttest process. With the number of respondents-to-be increasing and implementation of the assessment tools, these issues should be addressed

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Revise Course Content

**Is this an implemented or planned change?**

- Implemented Change  
 Planned Change  
 Both

**Planned change for next assessment cycle:**

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change.  
 How are you going to bring about a change?

**Outcome: 1 Measure: 1**

**Explain the strategy that you will implement to attempt to bring about the change:**

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- Add Course
- Delete Course
- Other implemented or planned change
- No Changes to Curriculum

**Changes to Assessment Plan:**

- Revise Student Outcome Statement
- Revise Measurement Approach
- Collect and Analyze Additional Data and Information
- Change Method of Data Collection
- Other implemented or planned change(s)
- Plan has been reviewed and no changes made
- No Changes to Assessment Plan

**If 'No Changes' indicated, please provide an explanation, including a strategy to improve IE assessment data collection to yield useful information.**

Now that the various data collection components are up and running, the key element for assessment will be to continue effective collection of this data and use the more numerous results generated by this expanding program as a better gauge for effectiveness in all of the learning outcomes being evaluated. Changes can the be made based on student centered results as the program moves forward.

## Institutional Effectiveness Assessment Results Rubric

\*If programs or units fail to provide any input, their results will be evaluated with "No effort (0)."

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

### Indicators:

1. Complete and relevant data are provided for all measures and an explanation is provided for how representative samples are determined, if applicable. If data are incomplete or missing, provide an explanation of the extenuating circumstances.  
Justification for incomplete or missing data due to extenuating circumstances will not be permitted for two or more consecutive reports. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.
2. Data reporting is accurate and thorough (see supporting narrative)  
Accurate and thorough data reporting means:
- Reported data match data requirements established by a measure.
  - Sampling methodology and response rates are provided for survey data.
  - The underlying "n" and "N" are provided for all percentage statistics.
3. Results for each measure indicate whether the target for that measure has been met  
This may be done explicitly (e.g., "target met" or "target not met") or implicitly (i.e., the reported data clearly indicate whether the target was or was not met).
4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes  
Whether individual or aggregated reflective statements are provided, all outcomes must be addressed.
5. Report includes one or more implemented and/or planned changes linked to assessment data and designed to improve student learning, program quality, or unit operations. If no such changes are indicated, an explanation is provided including a strategy to improve IE assessment data collection. Implemented and planned changes designed to improve student learning, program quality, or unit performance may be referenced in reflective statements, but should be thoroughly documented in the implemented and planned changes section of this report. NOTE: the IE Assessment Plan should be revised to include one or more measures to assess the impact/effectiveness of such changes. If no such changes are reported, the IE Assessment Plan itself should be carefully reviewed and revised as needed. Implemented or planned changes that are based on factors other than IE assessment data may be reported in the summary statement of the results report. New measures may also be established in the plan to evaluate the impact of those changes as well, regardless of the reason for the change.
6. Assessment instruments associated with the report and not previously submitted with the plan are provided via attachment or URL if not proprietary.  
Copies of assessment instruments should normally have been submitted with the plan during the prior IE Assessment cycle. If that previously submitted plan identified an instrument in development or if another new assessment instrument was developed and used in association with the current results report, that instrument should be attached to this report.

### Additional Indicators:

7. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process.  
When an outcome and/or measure(s) evaluates the impact of a previously reported change, the reflective statement for that outcome should include a determination of whether the change resulted in an improvement.
8. Follow-up data collected to assess the impact of implemented changes show improved outcomes.  
Meeting this final criterion for one or more measures is the ultimate goal of IE Assessment. When data confirm improvement(s) in student learning outcomes, program quality, or unit operations, the improvement(s) should be well documented in the applicable reflective statement(s). In addition, the Summary of Assessment Process should provide a brief narrative that describes the entire "closed loop" process that resulted in the improvement(s).

### Summary of Quality Improvements:

Think about the last few years and describe evidence-based changes that have taken place because of assessment. Also address other factors that have caused changes to be made (e.g., state mandate, accreditation review recommendations).

### Review Criteria:

(Examples: Could you be more specific?  
Has your benchmark remained at this level too long?)

- Revision or explanation needed

The program is making curriculum changes as follows:

Satisfactory

## Summary of proposed changes to the Communication and Conflict Degree Program

### Review:

#### Alterations to Core Courses:

The results show that information is being collected, and the proposed changes to the curriculum show that there is a conversation beginning between the assessment process and the curriculum design. The next step will be explicitly connection those curriculum changes to the objectives and measures in the assessment plan.

Note that all classes require Comm & Conflict Major status or prior approval by dept. advisor

1. Drop COM 3802 Communication and Conflict
2. Add COM 4803 Third Party Processes and Intervention
3. Modify and Retitle COM 3801 from "Communication Theories of Interpersonal Conflict" to "Communication and Conflict Theories." It then becomes the basic theory course for the degree.
4. Modify (same title) COM 4804 Conflict and Communication Context to shift focus from culture to differing levels of conflict context: interpersonal, organizational, community, & international.

The summary of quality improvements shows a lot of concrete changes that are going to be made to the program, and that's a positive step. I think that the next goal should be to connect these changes to the data that are being collected. I am not sure that the "loop" can be said to be "closed" in the absence of this connection.

#### Alterations to Internal Restricted Electives:

jhw 2017-10-27

**LG comments 11/6/17:** Very nice outline of changes being implemented. The goal in future assessments will be to connect these changes to results, as the reviewer notes.

1. Add COM 4462 Conflict Management,
2. Add SPC 3301 Interpersonal Communication
3. Add SPC 4426 Group Dynamics
4. Add COM 3802 after modifying and Retitling COM 3802 from "Communication and Conflict" to "Communication and Conflict Practicum" and use it as an experiential learning/skills class.

There are so many changes the program is making at a higher-level that the granular analysis I asked for above for several measures may not make much sense this round. Something to consider in future reports.  
Overall, strong report.

#### Alteration to Capstone Course:

Note changed requirements to register for the course: Completion of COM3800 (Research) and at least one (1) of the other three core courses prior to registering for the capstone.

### Rationale:

The goal is to provide a more distinctive "core" of classes that are specific to this field, while broadening up the options students can use to enhance/apply/build skills in rounding out their study of communication and conflict in a number of different contexts. The shift in the capstone requirements will prevent students from taking it too early (senior status is not enough given transfer credit totals) and ensure that they have been expose to the case study research concept prior to the capstone class.

Longer term additions not yet included in these changes would include adding restricted elective courses in Mediation, Management-Labor Relations, Arbitration & Adjudication, and Florida Mediation Certification coursework (with the goal of allowing students to be certified as mediators at or shortly after graduation).

These program changes are being made in response to certain logistical requirements noted by the Nicholson Student Advising Center (NASSC), the shift of the Nicholson School toward a common educational values reflected in all of the school's programs, and a clarification of some aspects of the original curriculum which was put together on short notice given the unusual conditions of the program's inception.

NOTE: This program mandates the selection of a specific outcome and a specific measure in this section on "Improvement of Student Learning and Operations" section. While Objective 1 and Measurement 1 have been chosen, the changes noted above are applicable across the breath of the program's assessment objectives.

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