

# UCF Assessment

## Assessment Plan and Results

Plan Year:  Status: Plan Approved for DRC Report  
 Program/Unit:  Last Updated: 1/17/2018 2:52:10 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 Plan Review  2016-2017 Plan Review

Program/Unit:	Human Communication - B.A.	DRC:	College of Sciences
Year:	2017-2018	DRC Chair:	Elizabeth Grauerholz
Due Date:		Coordinator(s):	Kim Tuorto, Deanna Sellnow, Lindsay Neuberger
		Reviewer(s):	Michael Armato

**Quick Links:** [Click here to enter Results Report](#)

### Mission:

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

The Human Communication Major in the Nicholson School of Communication is dedicated to serving its students, the Central Florida community, and the professions associated with the field of communication. The mission of the program is to offer high-quality, academically challenging undergraduate education to equip students with discipline specific knowledge, critical thinking ability, and communication skills necessary to pursuing their academic and professional goals; to provide the program's students with the educational development that will enhance the intellectual, cultural, environmental, and economic development of the metropolitan region; to develop students' academic and professional competencies; to establish UCF as a major presence in local and global communication related professional and academic communities; and to, thereby, support the mission and vision of the University of Central Florida as a whole.

### Assessment Process:

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

I have just accepted the role of program coordinator for human communication. We are in the process of doing a number of curricular modifications to ensure our utility when we move to the downtown campus. Thus, my plan is not to do dramatic changes in the assessment process for the 2017-2018 academic year. Faculty are developing a streamlined set of student learning outcomes and we will make the shift in assessment plans and reports once the new curriculum is in place (2018-2019).

Currently, Program Assessment for Human Communication is accomplished primarily through imbedded

assessments in the various core and elective courses. The core courses include Spc3301 – Interpersonal Communication, Com3120 - Organizational Communication, Com3311 - Communication Research Methods, and Com3003 - Exploring Human Communication. The elective courses for the upcoming assessment include Com3013 – Communication and the Family, Com3022 - Health Communication, Com3110 - Business & Professional Communication, Com4014 - Gender Communication, Com4461 – Intercultural Communication, Spc4540 – Persuasion. The specific items for embedding are identified by faculty in accordance with the established Course Learning Objectives. Most of these items are exam questions, but written assignments, oral presentations, and other evidence of student learning may also be included in the embedded items. In addition to embedded items, we will continue to utilize several items from the Graduating Senior Survey designed to assess students' evaluations of the Program's success in developing their communication knowledge and skills.

The year before last marked the second assessment report based on a calendar year (2014) cycle, which was adopted by all the Nicholson School of Communication programs. This transition revealed some difficulties as well, but we feel that the calendar year system will ultimately improve our data collection and increase our faculty involvement. The present plan is for calendar year 2017.

### Relationship to Strategic Plan:

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

Outcomes 1 through 6 are all related to the strategic goal aimed at offering the best undergraduate education in the state, assessing student knowledge of literature in the field and methods of inquiry.

Outcomes 7 and 8 deal specifically with the assessment our Human Communication students' ability to effectively communicate, orally and in writing, as announced in the strategic outcome of producing an educated citizenry.

### Mission, Process & Strategic Plan Comments:

Mission, Assessment Process, and Relationship to Strategic Plan look good. I do have a friendly recommendation regarding Strategic Plan. Given your Outcome 5, why not mention how your commitments to having students learn about communication in a diverse society relates to the Strategic Plan goal "to become more inclusive and diverse"? [12/14/17]

I like the Reviewer's suggestion. It would help link more directly to the Strategic Plan. LG 1/12/18

### Please consider the following:

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

☐ Revision or explanation needed

☒ Satisfactory

Top

### Outcome: 1

Students will be able to demonstrate understanding of constructs, terminology, and historical influences applicable to communication in various contexts.

**Academic Learning Compact (ALC):**

- ☐ Communication
- ☐ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

**Measure: 1.1**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their understanding of the constructs, terminology, and historical influences in the context of Interpersonal Communication (SPC-3011).

Note: As we have noted in our last several reports, when collecting data from embedded questions it is not feasible to calculate results in a "X % will score at least X %" format. Thus, in subsequent years we have reported data as aggregated percentages of correct responses. We feel the benefits of using authentic, embedded data outweigh this shortcoming.

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

- ☐ Yes
- ☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Measure: 1.2**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their understanding of the constructs, terminology, and historical influences in the context of Organizational Communication (COM-3120).

[See note under Measure 1.1]

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

- ☒ Yes
- ☐ No

**Specify prior year's results:**

Human Communication - B.A.

- |   |                              |                              |                              |                              |                              |
|---|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1            | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.3 |
| <input checked="" type="checkbox"/> 1.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3            | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 5.3 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1            | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 4.3 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 |                              |

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

We are making small pedagogical changes in an attempt to meet or exceed this measure.

**Measure: 1.3**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their understanding of the constructs, terminology, and historical influences in the context of Exploring Human Communication (COM-3003) .

[See note under Measure 1.1]

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

- ☐ Yes
- ☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Outcome & Measures Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Outcome & Measures Comment:**

Measures for outcome 1 are clearly-defined direct measures. All provided attachments match up with measures and map onto program learning objectives. [MA 12/14/17]  
Looks good. LG 1/12/18

**Attachments:** HC\_2016\_PLO1-1.docx HC\_2016\_PLO1-2.docx HC\_2016\_PLO1-3.docx  
HumCom\_PgmObjectives\_v05.pdf

Top

**Outcome: 2**

Students will be able to demonstrate understanding of theories, models, and principles that apply to communication in various contexts.

**Academic Learning Compact (ALC):**

- ☐ Communication
- ☐ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

**Measure: 2.1**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their understanding of the theories, models, and principles that apply to Interpersonal Communication (SPC-3301).

[See note under Measure 1.1]

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

- ☐ Yes
- ☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Measure: 2.2**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their understanding of the theories, models, and principles that apply to Organizational Communication (COM-3120).

[See note under Measure 1.1]

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

- ☒ Yes
- ☐ No

**Specify prior year's results:**

## Human Communication - B.A.

- ☐ 1.1    ☒ 2.2    ☐ 3.3    ☐ 5.1    ☐ 6.2    ☐ 7.3  
☐ 1.2    ☐ 2.3    ☐ 4.1    ☐ 5.2    ☐ 6.3    ☐ 8.1  
☐ 1.3    ☐ 3.1    ☐ 4.2    ☐ 5.3    ☐ 7.1    ☐ 8.2  
☐ 2.1    ☐ 3.2    ☐ 4.3    ☐ 6.1    ☐ 7.2

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

We are making small pedagogical changes in an attempt to meet or exceed this measure.

**Measure: 2.3**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their understanding of the theories, models, and principles that apply to Exploring Human Communication (COM-3003).

[See note under Measure 1.1]

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

- ☐ Yes  
☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Outcome & Measures Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Outcome & Measures Comment:**

All measures look good. Minor issue: the link for the Program Objectives file doesn't work here (but does for outcome 1). I get an error indicating it's corrupted and unable to be opened. [MA 12/14/17] I had the same issue with the attachment; tried with Chrome and Explorer. LG 1/12/18

**Attachments:** HumCom\_PgmObjectives\_v05.pdf HC\_2016\_PLO2-1.docx HC\_2016\_PLO2-2.docx HC\_2016\_PLO2-3.docx

Top

**Outcome: 3**

Students will be able to apply theory-based communication strategies in various contexts.

**Academic Learning Compact (ALC):**

- ☐ Communication

- ☒ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

**Measure: 3.1**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to apply theory-based communication strategies in the context of Interpersonal Communication (SPC-3301).

[See note under Measure 1.1]

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

- ☐ Yes
- ☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Measure: 3.2**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to apply theory-based communication strategies in the context of Organizational Communication (COM-3120).

[See note under Measure 1.1]

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

- ☒ Yes
- ☐ No

**Specify prior year's results:**

Human Communication - B.A.

- |                              |                              |                              |                              |                              |                              |
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| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |

- ☐ 1.3    ☐ 3.1    ☐ 4.2    ☐ 5.3    ☐ 7.1    ☐ 8.2  
☐ 2.1    ☒ 3.2    ☐ 4.3    ☐ 6.1    ☐ 7.2

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

We are making small pedagogical changes in an attempt to meet or exceed this measure.

### Measure: 3.3

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to apply theory-based communication strategies in the context of Exploring Human Communication (COM-3003).

[See note under Measure 1.1]

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

- ☒ Yes  
☐ No

### Specify prior year's results:

Human Communication - B.A.

- ☐ 1.1    ☐ 2.2    ☒ 3.3    ☐ 5.1    ☐ 6.2    ☐ 7.3  
☐ 1.2    ☐ 2.3    ☐ 4.1    ☐ 5.2    ☐ 6.3    ☐ 8.1  
☐ 1.3    ☐ 3.1    ☐ 4.2    ☐ 5.3    ☐ 7.1    ☐ 8.2  
☐ 2.1    ☐ 3.2    ☐ 4.3    ☐ 6.1    ☐ 7.2

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

We are making small pedagogical changes in an attempt to meet or exceed this measure.

### Outcome & Measures Review:

- ☐ Revision or explanation needed  
☒ Satisfactory

### Outcome & Measures Comment:

Outcome 3 looks good. As with above, all attachments open with exception of Program Objectives attachment. [MA 12/14/17]

I'm seeing the phrase "We are making small pedagogical changes in an attempt to meet or exceed this measure" so it's not clear what strategies are being implemented to affect results. LG 1/12/18

**Attachments:** HC\_2016\_PLO3-1.docx    HC\_2016\_PLO3-2.docx    HC\_2016\_PLO3-3.docx  
 HumCom\_PgmObjectives\_v05.pdf

Top

### Outcome: 4



Students will be able to demonstrate understanding of the processes by which social-scientific knowledge about human communication is generated.

### Academic Learning Compact (ALC):

- ☐ Communication
- ☐ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

### Measure: 4.1

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

Communication Research Methods (COM-3311) students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to identify and understand various research methods used in Communication research.

[See note under Measure 1.1]

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

- ☒ Yes
- ☐ No

### Specify prior year's results:

Human Communication - B.A.

- |                              |                              |   |                              |                              |                              |
|------------------------------|------------------------------|---|------------------------------|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 3.3            | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.3 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.3 | <input checked="" type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2            | <input type="checkbox"/> 5.3 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 4.3            | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 |                              |

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

We are making small pedagogical changes in an attempt to meet or exceed this measure.

### Measure: 4.2

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

Communication Research Methods (COM-3311) students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to identify and understand measurement and sampling techniques used in Communication research.

[See note under Measure 1.1]

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

- ☐ Yes  
☐ No

**Specify prior year's results:**

Human Communication - B.A.

- |                              |                              |   |                              |                              |                              |
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| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 3.3            | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.3 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 4.1            | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input checked="" type="checkbox"/> 4.2 | <input type="checkbox"/> 5.3 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 4.3            | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 |                              |

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

We are making small pedagogical changes in an attempt to meet or exceed this measure.

**Measure: 4.3**

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

Communication Research Methods (COM-3311) students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to identify and understand Identify and understand quantitative and qualitative data analysis as used in Communication research.

[See note under Measure 1.1]

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

- ☐ Yes  
☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Outcome & Measures Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Outcome & Measures Comment:**

Outcome 4 looks good. As with above, assessment attachment opens but Program Learning Objectives attachment generates error upon opening. [MA 12/14/17]

**Attachments:** HumCom\_PgmObjectives\_v05.pdf HC\_2016\_PLO4-1-3.docx

Top

### Outcome: 5

Students will be able to recognize communication behaviors necessary to effectively communicate in a diverse society.

#### Academic Learning Compact (ALC):

- ☐ Communication
- ☐ Critical Thinking
- ☒ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

#### Measure: 5.1

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of COM-4461 Intercultural Communication (or another restricted elective course).

[See note under Measure 1.1]

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

- ☐ Yes
- ☒ No

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

The current measurement methods are serving our assessment purposed adequately.

#### Measure: 5.2

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of COM-4014 Gender Issues in Communication (or another restricted elective course).

[See note under Measure 1.1]

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

- ☐ Yes  
☒ No

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

The current measurement methods are serving our assessment purposed adequately.

### **Measure: 5.3**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of COM-3110 Business and Professional Communication (or another restricted elective course).

[See note under Measure 1.1]

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

- ☐ Yes  
☒ No

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

The current measurement methods are serving our assessment purposed adequately.

### **Outcome & Measures Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

### **Outcome & Measures Comment:**

Outcome 5 looks good. Do see my comments on "Plan Review, Mission, & Relationship to Strategic Plan" tab regarding how this outcome relates to UCF Strategic Plan. Also, as with above, attachments open, with exception of Program Objectives attachment. [MA 12/14/17]

**Attachments:** HC\_2016\_PLO5-1.docx HC\_2016\_PLO5-2.docx HC\_2016\_PLO5-3.docx  
HumCom\_PgmObjectives\_v05.pdf

Top

### **Outcome: 6**

Students will be able to demonstrate critical thinking in the formulation of context-specific messages

and by applying theoretical concepts to practical situations.

**Academic Learning Compact (ALC):**

- ☐ Communication
- ☒ Critical Thinking
- ☐ Discipline-specific knowledge, skills, attitudes and behaviors
- ☐ Not an ALC

**Measure: 6.1**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to demonstrate critical thinking in the formulation of context-specific messages or the application of theoretical concepts to practical situations in the context of COM-3013 Communication in the Family (or another restricted elective course).

[See note under Measure 1.1]

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

- ☐ Yes
- ☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Measure: 6.2**

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to demonstrate critical thinking in the formulation of context-specific messages or the application of theoretical concepts to practical situations in the context of COM-3022 Health Communication (or another restricted elective course).

[See note under Measure 1.1]

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

- ☐ Yes

☒ No

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

The current measurement methods are serving our assessment purposed adequately.

### Measure: 6.3

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

Students will correctly answer 80% or more of the embedded questions (mid-term and/or final exams) assessing their ability to demonstrate critical thinking in the formulation of context-specific messages or the application of theoretical concepts to practical situations in the context of SPC-4540 Persuasion (or another restricted elective course).

[See note under Measure 1.1]

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

☐ Yes

☒ No

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

The current measurement methods are serving our assessment purposed adequately.

### Outcome & Measures Review:

☐ Revision or explanation needed

☒ Satisfactory

### Outcome & Measures Comment:

Outcome 6 looks good. All attachments open except Program Objectives. [MA 12/14/17]

**Attachments:** HumCom\_PgmObjectives\_v05.pdf HC\_2016\_PLO6-1.docx HC\_2016\_PLO6-2.docx HC\_2016\_PLO6-3.docx

Top

### Outcome: 7

Graduating Human Communication students will be competent communicators (public speaking/communicating in small groups).

### Academic Learning Compact (ALC):

☒ Communication

☐ Critical Thinking

☐ Discipline-specific knowledge, skills, attitudes and behaviors

☐ Not an ALC

**Measure: 7.1**

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

At least 80% of the respondents to the Graduating Senior Survey will report that the Program has developed their competence as a speaker at satisfactory or above satisfactory levels.

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

- ☐ Yes  
☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Measure: 7.2**

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

At least 80% of the respondents to the Graduating Senior Survey report that the Program has developed their competence "communicating in small group settings" at satisfactory or above satisfactory levels.

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

- ☐ Yes  
☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Measure: 7.3**

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

Students in COM-3110 Business and Professional Communication are required to make two oral presentations. For the second presentation, it is expected that 85% of all students will score "Effective" or "Very Effective" according to the attached evaluation rubric.

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

- ☐ Yes  
☒ No

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

The current measurement methods are serving our assessment purposed adequately.

**Outcome & Measures Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Outcome & Measures Comment:**

Outcome 7 looks good. Happy to see assessment measure based on student speech performances, something beyond exam questions. Attachments open with exception of Program Objectives. [MA 12/14/17]

**Attachments:** HC\_2016\_PLO7-3.docx GSS\_HumanComm\_2016.pdf  
HumCom\_PgmObjectives\_v05.pdf

Top

**Outcome: 8**

Students will be able to demonstrate ability to write effectively in a scholarly context.

**Academic Learning Compact (ALC):**

- ☒ Communication  
☐ Critical Thinking  
☐ Discipline-specific knowledge, skills, attitudes and behaviors  
☐ Not an ALC

**Measure: 8.1**

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

At least 80% of the respondents to the Graduating Senior Survey will agree or strongly agree that the Program has developed their competence as a writer.

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

- ☒ Yes  
☐ No

**Specify prior year's results:**

Human Communication - B.A.



- |                              |                              |                              |                              |                              |   |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.3            |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input checked="" type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 5.3 | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2            |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 4.3 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 |   |

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

We made a minor editorial adjustment to the measurement tag to more accurately reflect the survey question.

### Measure: 8.2

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

At least 75% of participating students will achieve a rating of above satisfactory (or better) on the diagnostic writing sample.

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

- ☒ Yes  
☐ No

### Specify prior year's results:

Human Communication - B.A.

- |                              |                              |                              |                              |                              |   |
|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|---|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.2 | <input type="checkbox"/> 3.3 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 7.3            |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 4.1 | <input type="checkbox"/> 5.2 | <input type="checkbox"/> 6.3 | <input type="checkbox"/> 8.1            |
| <input type="checkbox"/> 1.3 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.2 | <input type="checkbox"/> 5.3 | <input type="checkbox"/> 7.1 | <input checked="" type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 4.3 | <input type="checkbox"/> 6.1 | <input type="checkbox"/> 7.2 |   |

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

We are making some small pedagogical adjustments to increase student performance in this area.

### Outcome & Measures Review:

- ☐ Revision or explanation needed  
☒ Satisfactory

### Outcome & Measures Comment:

Outcome 8 looks good. Looking forward to seeing results of the pedagogical adjustments you are undertaking to improve student performance. Attachments open, except Program Objectives. [MA 12/14/17]

**Attachments:** HumCom\_PgmObjectives\_v05.pdf Rubric\_Writing\_Item8-2[2016].docx  
 GSS\_HumanComm\_2016.pdf

### Mentoring - Coordinator

#### 1. In what ways did you interact and receive feedback from your assigned IE Assessment

**Divisional Review Committee (DRC) reviewer(s) and DRC Chair? (Check all that apply)**

- ☐ Email
- ☐ Phone
- ☐ Meetings
- ☐ From the DRC Review in the IE Assessment Web Application
- ☐ I received communication, but was not able to connect with my mentor(s)
- ☒ None prior to the first submission of the plan to the DRC for review
- ☐ Other (Please specify)

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

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

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

- ☐ Email
- ☐ Phone
- ☐ Meetings
- ☐ From the DRC Review in the IE Assessment Web Application
- ☐ I attempted contact, but was not able to connect with the assessment coordinator(s)
- ☒ None prior to the initial submission of the plan to the DRC for review
- ☐ Other (Please specify)

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

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

**Institutional Effectiveness Assessment Plan Rubric**

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

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

**Indicators:**

- ☒ 1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.

The mission statement should be specific to the program or unit.

- ☒ 2. Assessment process describes the program or unit's assessment strategy; how that strategy is translated into outcomes and measures; and the process for reviewing, analyzing, and applying

assessment data for program/unit improvement.

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

☒ 3. Number of outcomes:

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

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

☒ 4. Number and type of measures: For the required outcomes per indicator #3 above, a minimum of two appropriate, quantitative measures, at least one of which is a direct measure.

What constitutes a "direct measure" is contextually dependent. For academic program plans, a "direct measure" is typically assessment of student learning, while a survey of students' self-perceived efficacy would be considered an indirect measure. For an administrative unit measuring customer satisfaction, a survey instrument could be a direct measure.

☒ 5. Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.

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

☒ 6. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary.

Assessment instruments (unless proprietary) should be submitted along with the plan either as attachments or links to online instruments. In the event an instrument is still in development when the plan is submitted, a brief description of the planned instrument along with a timeline for implementation may be attached. When this occurs, the program or unit should attach the final instrument to the subsequent Results Report.

### **Additional Indicators:**

☒ 7. The plan explicitly links one or more outcomes or measures to strategic planning.

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

☒ 8. The plan clearly focuses on formative assessment to promote continuous quality improvement (e.g., establishes baseline data, sets stretch targets based on past performance, etc.).

IE Assessment is a formative process. The primary purpose is to collect data that will help identify opportunities for continuous quality improvement. This is best evidenced when baseline data reveal an opportunity for improvement and a "stretch" target is set accordingly. In general, when a target for a measure is 100% or when a measure is written to "maintain" a particular level of performance, it is unlikely that the measure has strong formative potential.

☐ 9. The plan builds on previous assessment by including at least one measure to assess the impact of an implemented change, demonstrating a "closed loop" IE Assessment process.

Collecting data that will be used to evaluate the impact of an implemented change is central to the IE Assessment process. Measures designed for this purpose are the means to close the IE Assessment loop.

### **Overall Comments on Outcomes and Measures:**

The plan is very strong. I selected #6, even as I had problems with the links to the Program Objectives for all Outcomes, except Outcome 1. Criteria met for #7, but I think, as I note in my comments, that you could relate your commitment to educating students about issues of diversity in

communication to UCF's Strategic Plan goal of diversity and inclusion. I was torn on whether or not to mark #9, as you seem to be doing this within Outcome 8, where you indicate you've implemented new pedagogical strategies in order to improve performance on measures there. [MA 12/14/17]

I agree with Reviewer here. I assume it's the same attachment for all measures so as long as we can access it for Outcome 1, that's okay. Do consider linking Outcome 5 to Strategic Plan--this is one area that could be strengthened a bit. As reviewer notes, I don't see much evidence here to check #9. You state for many measures that you're making small pedagogical changes but there's no explanation of these. If you could say more about what you're doing and make it clear that you will be assessing an implemented change, we could give credit for that one. LG 1/12/18

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