

UCF Assessment

Assessment Plan and Results

Plan Year: 2012-2013 ▼ Status: Results Approved for DRC Report
 Program/Unit: Human Communication - B.A. ▼ Last Updated: 9/27/2013 11:00:43 AM

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.

UCF IE Assessment Rubrics - 2009-2010 Plans & Results to 2012-2013 Plans & Results
 Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward
 Assessment Coordinator Instructions

View/Submit Results Review  2011-2012 Results Review

Program/Unit: Human Communication - B.A.	DRC: College of Sciences
Year: 2012-2013	DRC Chair: Cynthia Y Young
Due Date:	Coordinator(s): Kim Tuorto, Boyd Lindsley, James Katt
	Reviewer(s): Helge Heinrich

Quick Links:

Mission:

The Interpersonal / Organizational Communication Major in the Nicholson School of Communication is dedicated to serving its students, faculty, 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:

Our program Learning Outcomes underwent a year-long review and revision process beginning in Fall, 2009. The Program Learning Outcomes listed below, are the product of that process. We feel these outcomes more accurately reflect the multi-theoretical nature of our discipline (see Craig, 1999) combined with the inherent practical implications of human communication. Faculty have identified elements of individual courses that should have an impact on each Program Learning Outcome, which will allow us to move to embedded assessment items rather than the separate measures we have employed previously. These Program Learning Objectives were used for the first time for the AY2010-2011 assessment. Although there were some difficulties in the data collection process the results were usable as a starting point. Data collection for the AY2011-2012 assessment was greatly improved, however a few adjustments to the process will provide even better data for AY2012-2013.

The Program Assessment for Interpersonal/Organizational Communication will be accomplished primarily through imbedded assessments in the various core and elective courses. These courses will include Spc3301 - Interpersonal Communication, Com3120 - Organizational Communication, Com-3011 - Communication and Human Relations, Com3311 - Communication Research Methods, Com3013

– Communication and the Family, Com3110 – Business and Professional Communication, Com4014 – Gender Issues in Communication, Com4461 – Intercultural Communication, Spc3513 – Argumentation and Debate, and Com3406 – The Role of Motivation in Communication. The specific items for embedding are identified by faculty in accordance with the established Course Learning Objectives. Many of these items will be 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.

Finally, faculty review of the AY2011-2012 results concluded that a) a third year of data should be accumulated using the embedded measures system before making major changes to the learning outcomes or measures, and b) there is, however, need for immediate improvement in the assessment of students' ability to write effectively. To address that problem the faculty elected to institute a diagnostic essay (see measure 8.2) to be administered to SPC3301 (Interpersonal Communication) sections. A specific essay prompt and assessment rubric are being developed for use in SP13. This rubric is being designed not only to assess overall writing skill, but to identify areas of the writing process most in need of improvement.

Craig, R. T. (1999). Communication Theory as a Field. *Communication Theory*, 9, 119-161.

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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

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the constructs, terminology, and historical influences in the context of Interpersonal Communication.

Note: As we noted in our ay2010-11 report, 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. Ay2012-2013 will be the third year we have used embedded measures; we will revisit possible changes to the aggregated target as we plan for ay2013-2014.

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.

Data were collected during the assessment period from 38 students enrolled in Spc3301

(Interpersonal Communication). The students correctly answered 75.4% of embedded questions pertaining to demonstrating an understanding of constructs, terminology, and historical influences applicable to communication in various contexts. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 1.2

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the constructs, terminology, and historical influences in the context of Organizational Communication.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 45 students enrolled in Com3120 (Organizational Communication). The students correctly answered 83.1% of the embedded questions pertaining to their understanding of the constructs, terminology, and historical influences in the context of Organizational Communication. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 1.3

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the constructs, terminology, and historical influences in the context of Communication and Human Relations.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 337 students enrolled in Com3011 (Communication and Human Relations). The students correctly answered 78.9% of the embedded questions pertaining to their understanding of the constructs, terminology, and historical influences in the context of Communication and Human Relations. This percentage exceeds the objective.

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).

It is a positive reflection on the program and faculty to find that all aspects of Outcome 1 exceed the objectives. We feel that using the embedded questions gives us more authentic data and provides a clearer assessment than our previous methodology. Inasmuch as the standard is being exceeded on all measures, we will consider increasing the objective target for the next assessment cycle.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Good report. In the future it would be good to not only increase targets, but to think about possible consequences of these results. Is there something that could be improved, what are typical errors that students make?

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf Spc3301_AY12-13_IOCom.doc
Com3120_AY12-13_IOCom.doc

[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

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the theories, models, and principles that apply to Interpersonal Communication.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 38 students enrolled in Spc3301 (Interpersonal Communication). The students correctly answered 72.9% of embedded questions pertaining to demonstrating an understanding of the theories, models, and principles that apply to communication in various contexts. This result falls slightly short of the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 2.2

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the theories, models, and principles that apply to Organizational Communication.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 45 students enrolled in Com3120 (Organizational Communication). The students correctly answered 79.8% of the embedded questions pertaining to their understanding of the theories, models, and principles that apply to Organizational Communication. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 2.3

Students will correctly answer 75% or more of the embedded questions assessing their understanding of the theories, models, and principles that apply to Communication and Human Relations.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 337 students enrolled in Com3011 (Communication and Human Relations). The students answered 79.8% of the embedded questions pertaining to their understanding of the theories, models, and principles that apply to Communication and Human Relations. This percentage exceeds the objective.

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).

Again, it is a generally positive reflection on the program and faculty to find that two of the three measures for Outcome 2 exceed the objectives. We will consider increasing the objective target for the next assessment cycle.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

I think it is a good idea to increase targets in the next cycle. Is there a reason why one target was not met while the others were apart from a statistical variance due to the low number of students?

Attachments: Spc3301_AY12-13_IOCom.doc Com3120_AY12-13_IOCom.doc I-O_Comm_LearningObjectivesMatrix_v04.pdf

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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

Students will correctly answer 75% or more of the embedded questions assessing their ability to apply theory-based communication strategies in the context of Interpersonal Communication.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 38 students enrolled in Spc3301 (Interpersonal Communication). The students correctly answered 81.3% of embedded questions pertaining to their ability to apply theory-based communication strategies in the context of Interpersonal Communication. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 3.2

Students will correctly answer 75% or more of the embedded questions assessing their ability to apply theory-based communication strategies in the context of Organizational Communication.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 45 students enrolled in Com3120 (Organizational Communication). The students correctly answered 80.2% of the embedded questions pertaining to their ability to apply theory-based communication strategies in the context of Organizational Communication. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 3.3

Students will correctly answer 75% or more of the embedded questions assessing their ability to apply theory-based communication strategies in the context of Communication and Human Relations.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 337 students enrolled in Com3011 (Communication and Human Relations). The students correctly answered 78.5% of the embedded questions pertaining to their ability to apply theory-based communication strategies in the context of Communication and Human Relations. This percentage exceeds the objective.

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 objective was exceeded for each of the three measures. We will consider increasing the objective target for the next assessment cycle.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Now, I can read the attachments. What can be learned from this measure for your program?

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf Spc3301_AY12-13_IOCom.doc
Com3120_AY12-13_IOCom.doc

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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

Students will correctly answer 75% or more of the embedded questions assessing their ability to identify and understand various research methods used in Communication research.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 69 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 80.4% of the embedded questions pertaining to their ability to identify and understand various research methods used in Communication research. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 4.2

Students will correctly answer 75% or more of the embedded questions assessing their ability to identify and understand measurement and sampling techniques used in Communication research.

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 69 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 78.6% of the embedded questions pertaining to their ability to identify and understand various research methods used in Communication research. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 4.3

Students will correctly answer 75% or more of the embedded questions 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]

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.

Data were collected during the assessment period from 69 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 77.1% of the embedded questions pertaining to their ability to identify and understand quantitative and qualitative data analysis as used in Communication research. This percentage exceeds the objective.

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 objective was exceeded for each of the three measures. We will consider increasing the objective target for the next assessment cycle.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

What do you learn from this?

Attachments: Com3311_AY12-13_IOCom.doc I-O_Comm_LearningObjectivesMatrix_v04.pdf

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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

Students will correctly answer 75% or more of the embedded questions assessing their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Intercultural Communication (or another restricted elective course).

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 45 students enrolled in Com4461 (Intercultural Communication). The students correctly answered 84.2% of the embedded questions pertaining to their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Intercultural Communication. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 5.2

Students will correctly answer 75% or more of the embedded questions assessing their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Gender Issues in Communication (or another restricted elective course).

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 77 students enrolled in Spc4540 (Attitudes and Communication). Students correctly answered 82.6% of embedded questions pertaining to their ability to recognize communication behaviors necessary to effectively communicate in a diverse society. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 5.3

Students will correctly answer 75% or more of the embedded questions assessing their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Business and Professional Communication (or another restricted elective course).

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 76 students enrolled in Com3013 (Communication and the Family). The students correctly answered 82.0% of the embedded questions pertaining to their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Family Communication. This percentage exceeds the objective.

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 objective was exceeded for each of the three measures. We will consider increasing the objective target for the next assessment cycle.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Good reporting.

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf Com4461_AY12-13_IOCom.doc
Spc4540_AY12-13_IOCom.doc Com3013_AY12-13_IOCom.doc

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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

Students will correctly answer 75% or more of the embedded questions 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 Argumentation and Debate (or another restricted elective course).

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 77 students enrolled in Spc4540 (Attitudes and Communication). The students answered 85.7% of the embedded questions pertaining to 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 Attitudes and Communication. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 6.2

Students will correctly answer 75% or more of the embedded questions 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 Motivation in Communication (or another restricted elective course).

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 45 students enrolled in Com4462 (Conflict Management). The students answered 82.3% of the embedded questions pertaining to 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 Conflict Management. This percentage exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 6.3

Students will correctly answer 75% or more of the embedded questions 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 Communication in the Family (or another restricted elective course).

[See note under Measure 1.1]

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.

Data were collected during the assessment period from 38 students enrolled in Com3013 (Communication & the Family). Students correctly answered 84.7% of embedded questions pertaining to 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 Communication in the Family. This percentage exceeds the objective.

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 objective was exceeded for each of the three measures. We will consider increasing the objective target for the next assessment cycle.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

All results exceed 80%, so increase the goal.

Still, the results from all 3 measures for these 6 outcomes are astonishingly similar.

Attachments: Spc4540_AY12-13_IOCom.doc Com4462_AY12-13_IOCom.doc Com3013_AY12-13_IOCom.doc I-O_Comm_LearningObjectivesMatrix_v04.pdf

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Outcome: 7

Graduating students will be perceive the Interpersonal/Organizational program has helped them become a more competent communicator (speaker/listener).

Academic Learning Compact (ALC):

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

Measure: 7.1

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.

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.

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 220 graduating seniors who responded to the item, 90.8% agreed or strongly agreed that the program "developed my competence as a speaker." This exceeds the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 7.2

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

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.

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 220 graduating seniors who responded to the item, 94.4% agreed or strongly agreed that the program "developed my competence as a listener." This exceeds the objective.

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).

According to the existing measures, the program does very well with regard to helping students become more competence communicators. Given our discipline, we would expect our student to fare well on this objective. We will continue to look for ways to create authentic, embedded assessments for this objective, which can be used in addition to the GSS data.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Here you certainly should aim higher with the percentages. It would also be interesting to see how many students did not graduate with a BA.

What is the ratio of successful versus non-successful students?

Attachments: I-O_Comm_LearningObjectivesMatrix_v04.pdf GSS_Results_AY12-13.pdf

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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

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

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.

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 220 graduating seniors who responded to the item, 78.5% agreed or strongly agreed that the program "developed my competence as a writer." This falls short of the objective.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 8.2

At least 75% of participating students will achieve a rating of above satisfactory (or better) on the diagnostic essay administered in SPC3301 Interpersonal Communication.

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.

Subsequent to submission of the current Assessment Plan, it was decided by the faculty that the data for this measure from the previous year's assessment were not helpful for designing pedagogical interventions to improve student writing and that a more useful assessment would be to analyze student writing samples to determine the most frequently occurring writing deficiencies, with the goal of determining the specific elements of student writing most in need of attention. It is hoped that this data will help faculty focus their efforts to improve student writing and will become the basis for a specific rubric for subsequent assessment of those efforts.

A total of 70 short student papers were randomly selected for analysis from three courses: Com3003 – Exploring Human Communication, Com4461 - Intercultural Communication, and Com4462 - Conflict Management. Papers were scanned for writing weaknesses. The most frequently occurring writing problems were the following:

- lack of proofreading
- poor paragraph construction
- problems with sentence boundaries
- punctuation errors
- lack of clarity of purpose

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 not assessment data in the traditional sense, we feel the results from this analysis will prove useful in the future and we intend to incorporate the findings from this analysis in our future teaching and future assessments.

Reflective Statement Review:

- ☐ Revision or explanation needed

☒ Satisfactory

Overall Outcome Results Review Comment:

You give a good reason why you didn't 'blindly' followed Measure 8.2. The department took the extra effort to identify problems, and this is commendable.

For future plans you need to have quantifiable goals. If you want to go through the same random analysis every year, you could design rubrics for assessment, where each essay is evaluated reagrding those 5 common issues.

Attachments: GSS_Results_AY12-13.pdf I-O_Comm_LearningObjectivesMatrix_v04.pdf

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

Explain EACH item checked above:

- we continue to use authentic, embedded questions where possible in the assessment process

Examinations/Tests:

Standardized:

- ☐ Nationally-normed Exam
- ☐ State-normed Exam
- ☐ Other

Explain EACH item checked above:

- n/a

Local:

- ☒ Post-test Only
- ☒ Pre-post Test

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:

It is good that you plan to increase goals. You clearly state issues found after reviewing essays, you may think of using rubrics to make this useful also as part of this assessment process.

- ☒ Other exam or test

Explain EACH item checked above:

- we continue to use authentic, embedded questions where possible in the assessment process

Surveys:

Institution (UCF):

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

Explain EACH item checked above:

- GSS used for learning objectives 7 & 8

Local:

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

Explain EACH item checked above:

n/a

Other Survey(s):

- ☐ National Survey
- ☐ State Survey
- ☒ Other Survey

Explain EACH item checked above:

n/a

Miscellaneous Assessment Methods:

- ☒ Advisory Board

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

Explain EACH item checked above:

n/a

Changes to Academic Process:

- ☐ Modify Frequency or Schedule of Course Offerings
- ☐ Make Technology Related Improvements
- ☐ Make Personnel Related Changes
- ☐ Implement Additional Training
- ☐ Revise Advising Standards or Process
- ☐ Revise Admission Criteria
- ☐ Other implemented or planned change
- ☒ No Changes to Academic Process

Explain EACH item checked above:

n/a

Changes to Curriculum:

- ☐ Revise and/or Enforce Prerequisites
- ☐ Revise Course Sequence
- ☐ Revise Course Content
- ☐ Add Course
- ☐ Delete Course
- ☐ Other implemented or planned change
- ☒ No Changes to Curriculum

Explain EACH item checked above:

n/a

Changes to Assessment Plan:

- ☐ Revise Student Outcome Statement
- ☒ Revise Measurement Approach
- ☒ Collect and Analyze Additional Data and Information
- ☐ Change Method of Data Collection
- ☐ Other Planned Changes
- ☐ Plan has been reviewed and no change made
- ☐ No Changes to Assessment Plan

Explain EACH item checked above:

- revise measurement of Objective 8.2 based on analysis of diagnostic essays collected during ay12-13
- encourage additional faculty participation in assessment process

Institutional Effectiveness Assessment Results Rubric

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

- ☐ Beginning
☐ Emerging (2) ☐ Meets Expectations (3) ☒ Accomplished (4) ☐ Exemplary (5)

Indicators:

- ☒ 1. Complete and relevant data are provided for all measures OR if data are incomplete or missing, an explanation is provided
- ☒ 2. Data reporting is thorough (see below)
i.e., populations are defined; sampling methods and response rates are provided with survey data, etc.
- ☒ 3. Results for each measure indicate whether the target for that measure has been met
- ☒ 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes
- ☒ 5. Implemented and planned changes are included and are linked to assessment data, or if no changes are reported, an explanation is provided
- ☒ 6. Assessment instruments are attached or linked to if not proprietary

Additional Indicators:

- ☒ 7. Includes description of how the assessment process has been useful to your program or unit
- ☐ 8. Includes description of how IE Assessment has resulted in quality improvement initiatives
- ☐ 9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process

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).

We are pleased to have made the transition to embedded, authentic measures. While most of the data provide evidence that our program meets or exceeds our program learning

Review Criteria:

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

- ☐ Revision or explanation needed
☒ Satisfactory

Review:

This is a good report, still there is at

objectives, we are concerned that we failed to make gains in the number of different courses surveyed and the number of students involved in the assessment process. One of the advantages of our embedded measures is scalability; however, with faculty teaching loads and class sizes remaining high, it has been difficult to realize the growth in scale that we had envisioned after last year's assessment. Increasing involvement and establishing more specific writing measures are issues we hope to address in future assessment cycles.

least another year necessary to close the loop. Please think about questions and measures that yield more differentiating data, where you can distinguish statistical variations from real effects. Using rubrics for the evaluation of the essay issues you reported may be on new measure or outcome, this however puts extra workload on the instructors, unless they can use it as part of their grading.

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