

UCF Assessment

Assessment Plan and Results

Plan Year: Status: Results Approved for DRC Report
 Program/Unit: Last Updated: 10/29/2014 9:22:15 AM

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

View/Submit Results Review  2012-2013 Results Review

Program/Unit: Human Communication - B.A. DRC:	College of Sciences
Year: 2013-2014	DRC Chair: Cynthia Y Young
Due Date: 08/31/2014	Coordinator(s): Kim Tuorto, Boyd Lindsley, James Katt
	Reviewer(s): Alisha Janowsky

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.

Relationship to Strategic Plan:

The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

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

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: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

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.

- Target met
- Target not met

Data were collected during the assessment period from 118 students enrolled in Spc3301 (Interpersonal Communication). The students correctly answered 75.6% of embedded questions pertaining to demonstrating an understanding of constructs, terminology, and historical influences applicable to communication in various contexts. This percentage meets the objective.

Note: As we noted in our ay2010-11 and subsequent 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.

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

- Yes
- No

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

The improvement was marginal - 75.4% to 75.6% - for all practical purposes, the same.

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met

Target not met

Data were collected during the assessment period from 39 students enrolled in Com3120 (Organizational Communication). The students correctly answered 79.3% 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.

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

- Yes
 No

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

The previous result was slightly higher at 83.1%. The current result (79.3) still exceeds the target and difference is slight. We find this drop to be of no concern unless it becomes a trend in future years.

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
 Target not met

Data were collected during the assessment period from 193 students enrolled in Com3011 (Communication and Human Relations). The students correctly answered 79.3% 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.

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

- Yes
 No

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

The improvement, 78.9 to 79.3, is marginal -- for all practical purposes, the same.

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).

We have purposefully kept most of our measures the same since moving to the use of embedded, authentic items. We believe we have now established some normative data and the faculty will determine what areas to modify. Meanwhile, it is a positive reflection on the program and faculty to find that all aspects of Outcome 1 meet or exceed the objectives.

Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

Overall Outcome Results Review Comment:

AJ 10/13: Looks good

Attachments: HumCom_PgmObjectives_v05.pdf Spc3301_2013_HumCom.doc
Com3120_2013_HumCom.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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment

period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 118 students enrolled in Spc3301 (Interpersonal Communication). The students correctly answered 79.3% of embedded questions pertaining to demonstrating an understanding of the theories, models, and principles that apply to communication in various contexts. This percentage exceeds the objective.

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

- Yes
- No

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

Previous result for this measure was 72.9.

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 39 students enrolled in Com3120 (Organizational Communication). The students correctly answered 82.2% of the embedded questions pertaining to their understanding of the theories, models, and principles that apply to Organizational Communication. This percentage exceeds the objective.

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

- Yes
 No

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

Previous report was 79.8%

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
 Target not met

Data were collected during the assessment period from 215 students enrolled in Com3011 (Communication and Human Relations). The students answered 79.4% 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.

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

- Yes
 No

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

The previous report was 79.8 for this item. The current result (79.4) still exceeds the target and difference is slight. We find this drop to be of no concern unless it becomes a trend in future years.

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, we are pleased to find that all measures of Outcome 2 exceed the objectives. As we proceed to next year's assessment our two goals will be to review and refine our measures and work on increasing our data sample size (in areas where it is low).

Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

Overall Outcome Results Review Comment:

AJ 10/13: Good

Attachments: Com3120_2013_HumCom.doc Spc3301_2013_HumCom.doc
HumCom_PgmObjectives_v05.pdf

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

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g.,

subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

Data were collected during the assessment period from 80 students enrolled in Spc3301 (Interpersonal Communication). The students correctly answered 79.3% of embedded questions pertaining to demonstrating an understanding of the theories, models, and principles that apply to communication in various contexts. This percentage exceeds the objective.

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

- Yes
- No

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

The previous result was 81.3%

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 39 students enrolled in Com3120 (Organizational Communication). The students correctly answered 80.3% 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.

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

- Yes
- No

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

The improvement, 80.2 to 80.3, is marginal -- for all practical purposes, the same.

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 215 students enrolled in Com3011 (Communication and Human Relations). The students answered 80.1% 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.

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

- Yes
- No

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

Previous report for this item was 78.5%

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. This reflects well on the program.

Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

Overall Outcome Results Review Comment:

AJ 10/13: Looks good. You are consistently above the target. It might be time to add a stretch target?

Attachments: HumCom_PgmObjectives_v05.pdf Spc3301_2013_HumCom.doc
Com3120_2013_HumCom.doc

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

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 69 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 79.8% of the embedded questions pertaining to their ability to identify and understand various research methods used in Communication research. This percentage exceeds the objective.

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

- Yes
 No

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

The previous report was 80.4 for this item. The current result (79.8) still exceeds the target and difference is slight. We find this decline to be of no concern unless it becomes a trend in future years.

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
 Target not met

Data were collected during the assessment period from 69 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 81.1% of the embedded questions pertaining to their ability to identify and understand measurement and sampling techniques used in Communication research. This percentage exceeds the objective.

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

- Yes
 No

If yes, describe the improvement by giving a comparison with previous year's results. If

no, please explain:

The previous result for this item was 78.6%

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 69 students enrolled in Com3311 (Communication Research Methods). The students correctly answered 78.9% of the embedded questions pertaining to their ability to identify and understand quantitative and qualitative data analysis as used in Communication research. This percentage falls within 1/10 percent of the objective.

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

- Yes
- No

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

The previous result for this item was 77.1%

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 mean average (79.9%) of the three measures for Outcome 4 meets the objective. We feel these results are based on authentic data, the quality of which will only improve as we make adjustments to improve the data collections process.

Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

Overall Outcome Results Review Comment:

AJ 10/13: Good! Again, perhaps consider adding a stretch target.

Attachments: Com3311_2013_HumCom.doc HumCom_PgmObjectives_v05.pdf

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

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 42 students enrolled in Com4461 (Intercultural Communication). The students correctly answered 83.3% 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.

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

- Yes
 No

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

The previous report was 84.2 for this item. The current result (83.3) still exceeds the target and difference is slight. We find this decline to be of no concern unless it becomes a trend in future years

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
 Target not met

Data were collected during the assessment period from 78 students enrolled in Spc4540 (Attitudes and Communication). Students correctly answered 83.7% of embedded questions pertaining to their ability to recognize communication behaviors necessary to effectively communicate in a diverse society. This percentage exceeds the objective.

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

- Yes
 No

If yes, describe the improvement by giving a comparison with previous year's results. If

no, please explain:

The previous result for this item was 82.6%

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 38 students enrolled in Com3013 (Communication and the family). The students correctly answered 81.2% of the embedded questions pertaining to their ability to recognize communication behaviors necessary to effectively communicate in a diverse society from the perspective of Family Communication. This percentage exceeds the objective.

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

- Yes
- No

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

The previous report was 82.0 for this item. The current result (81.2) still exceeds the target and difference is slight. We find this decline to be of no concern unless it becomes a trend in future years

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).

Once again the results affirm the program, exceeding the objective in each case.

Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

Overall Outcome Results Review Comment:

AJ 10/13: Good - again, stretch targets?

Attachments: HumCom_PgmObjectives_v05.pdf Com4461_2013_HumCom.doc
Spc4540_2013_HumCom.doc Com3013_2013_HumCom.doc

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

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

Data were collected during the assessment period from 78 students enrolled in Spc4540 (Attitudes and Communication). The students answered 83.4% 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.

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

- Yes
 No

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

The previous report was 85.7 for this item. The current result (83.4) still exceeds the target and difference is small. We find this decline to be of no concern unless it becomes a trend in future years

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
 Target not met

Data were collected during the assessment period from 44 students enrolled in Com4462 (Conflict Management). The students answered 83.2% 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.

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

- Yes
 No

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

Previous result for this item was 82.3%

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]

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
- Target not met

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.

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

- Yes
- No

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

Data was collected for this item in SP13 only. Because of our change from academic year to calendar year, the data is the same for this item on this and the previous report. This data does, however, reflect an improvement over the ay12/13 result of 81.8%.

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 results again affirm the program, exceeding the objective in each case.

Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

Overall Outcome Results Review Comment:

AJ 10/13: Good. Again, you seem to be hitting your targets for the last couple of years so it might be time to add a stretch target based on your new norms.

Attachments: Spc4540_2013_HumCom.doc Com4462_2013_HumCom.doc
Com3013_2013_HumCom.doc HumCom_PgmObjectives_v05.pdf

Top

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.

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met

Target not met

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 239 graduating seniors who responded to the item, 85.5% agreed or strongly agreed that the program "developed your competence as a speaker." This exceeds the objective.

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

- Yes
 No

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

While this year's result exceeds the target, of the respondents to the previous GSS, 90.8% indicated they agreed or strongly agreed with this item. The cause for the decline in this year's number is unknown. The faculty will discuss this result and monitor future assessments.

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.

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

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

- Target met
 Target not met

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 238 graduating seniors who responded to the item, 92.6% agreed or strongly agreed that the program developed my competence "communicating in small group settings." This exceeds the objective.

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

- Yes
 No

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

The previous score for this item was 94.4, however we used a different GSS measure (a new addition to the GSS) which asked about improving "competence in small group communication"

rather than listening. We feel the small group competence is a better secondary indicator of speaker competence than listening. In any case, the current measure exceeded the target by a wide margin.

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 competent communicators. Given our discipline, we would expect our student to fare well on this objective. We are looking for ways to create authentic, embedded assessments for this objective, which will be used in addition to the GSS data.

Reflective Statement Review:

- Revision or explanation needed
- Satisfactory

Overall Outcome Results Review Comment:

AJ 10/13: Good

Attachments: HumCom_PgmObjectives_v05.pdf GrduatingSeniorSurveyResults_ay13-14.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

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.

Note: The Nicholson School of Communication plans to move to a calendar year assessment period, so our next report will include only one additional semester of data. We do not feel that new changes are warranted until we review our next assessment effort.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g.,

subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- Target met
- Target not met

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 240 graduating seniors who responded to the item, 83.6% agreed or strongly agreed that the program "developed my competence as a writer." This meets the objective.

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

- Yes
- No

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

The previous result for this measure was 78.5%

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.

We did not use this measure in AY2012-13, opting instead to undergo a diagnostic assessment of student writing (see AY2012-13 results/reflective stmt). Base on that results of the diagnostic assessment the faculty decided to change measure 8.2 to focus on the difficiencies revealed. At that time, we intended to implement the new measure for the AY2013-14 assessment. Subsequently, however, the decision was made by the Nicholson School of Communication to move to a calendar year assessment period. The result of this move is that the plan described herein will include only one additional semester of data. Given this reality, we now intend to implement the new 8.2 measure during the following assessment period - calendar year 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.

- Target met
- Target not met

Results from 36 students were assessed based an embedded writing assignment for Com3013 (Family Communication). The assessment rubric was directed at two writing skills: presenting the material and analysis of the material. Outcomes for Presentation of Material indicated 86.1% were "Excellent" or "Acceptable." Outcomes for the Analysis of Material indicated 82.9% were "Excellent"

or "Acceptable." These outcomes meet the objective.

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

- Yes
 No

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

This is a revised item. No comparable data in the previous assessment report.

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).

From these data, it appears that our students' writing meets the expectations of the learning objective. Prior to this year, we relied only on GSS data to assess writing competence. We feel good about having incorporated embedded writing samples, but have anecdotal evidence that while students feel the program has helped them improve their writing, this improvement may not be sufficient for them to feel confident in their writing abilities. We intended to include a diagnostic essay during the FA13 semester, but failed to bring that goal to fruition. It remains on the "to do" list for the future. We believe that this process will eventually provide a richer picture of our students' level writing competence and guide us in making instructional adjustments to help them become more confident writers.

Reflective Statement Review:

- Revision or explanation needed
 Satisfactory

Overall Outcome Results Review Comment:

AJ 10/13: Good

Attachments: GraduatingSeniorSurveyResults_ay13-14.pdf HumCom_PgmObjectives_v05.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 results report to the DRC for review

Other (Please specify)

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

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

Mentoring - DRC Chair and Reviewer(s)

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

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

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

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

Curriculum/Course-related Assessment Methods:

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

Review:

- Revision or explanation needed
- Satisfactory

Review Comments:

AJ 10/13: Looks good

Explain EACH item checked above:

Data was gathered primarily from embedded exam questions. GSS results were also utilized for objectives 7 & 8.

Examinations/Tests:**Standardized:**

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

Explain EACH item checked above:

n/a

Local:

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

Explain EACH item checked above:

Embed questions in course examinations.

Surveys:**Institution (UCF):**

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

Explain EACH item checked above:

see 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

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

Nothing in our data suggests that our academic process is problematic.

Changes to Curriculum:

- Revise and/or Enforce Prerequisites
 Revise Course Sequence
 Revise Course Content
 Add Course
 Delete Course
 Other implemented or planned change

Is this an implemented or planned change?

- Implemented Change
 Planned Change
 Both

Planned change for next assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results

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:

AJ 10/13: I agree it is important to have good samples to get the data you need in determining what changes need to be made to the curriculum. I look forward to seeing that in your plan for 2014 - 2015.

and reflective statement in the previous tab before you go on to edit and complete the section below.

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

Outcome: 8 Measure: 1

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

From these data, it appears that our students' writing meets the expectations of the learning objective. Prior to this year, we relied only on GSS data to assess writing competence. We feel good about having incorporated embedded writing samples, but have anecdotal evidence that while students feel the program has helped them improve their writing, this improvement may not be sufficient for them to feel confident in their writing abilities. We intended to include a diagnostic essay during the FA13 semester, but failed to bring that goal to fruition. It remains on the "to do" list for the future. We believe that this process will eventually provide a richer picture of our students' level writing competence and guide us in making instructional adjustments to help them become more confident writers.

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

The Graduating Senior Survey on oral competence was operationalized with a 4-interval Likert-type scale. Of 240 graduating seniors who responded to the item, 83.6% agreed or strongly agreed that the program "developed my competence as a writer." This meets the objective.

No Changes to Curriculum

Changes to Assessment Plan:

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

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

Actually, we are seeking to improve our data collection process. Since we have yet to determine exactly what modifications that might involve and what outcomes and measures would be affected, we are unable to check a box above.

Institutional Effectiveness Assessment Results Rubric

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

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

Indicators:

- 1. Complete and relevant data are provided for all measures and an explanation is provided for how representative samples are determined, if applicable. If data are incomplete or missing, provide an explanation of the extenuating circumstances.

Justification for incomplete or missing data due to extenuating circumstances will not be permitted for two or more consecutive reports. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

2. Data reporting is accurate and thorough (see supporting narrative)
Accurate and thorough data reporting means:

- Reported data match data requirements established by a measure.
- Sampling methodology and response rates are provided for survey data.
- The underlying "n" and "N" are provided for all percentage statistics.

3. Results for each measure indicate whether the target for that measure has been met
This may be done explicitly (e.g., "target met" or "target not met") or implicitly (i.e., the reported data clearly indicate whether the target was or was not met).

4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes
Whether individual or aggregated reflective statements are provided, all outcomes must be addressed.

5. Report includes one or more implemented and/or planned changes linked to assessment data and designed to improve student learning, program quality, or unit operations. If no such changes are indicated, an explanation is provided including a strategy to improve IE assessment data collection. Implemented and planned changes designed to improve student learning, program quality, or unit performance may be referenced in reflective statements, but should be thoroughly documented in the implemented and planned changes section of this report. NOTE: the IE Assessment Plan should be revised to include one or more measures to assess the impact/effectiveness of such changes. If no such changes are reported, the IE Assessment Plan itself should be carefully reviewed and revised as needed. Implemented or planned changes that are based on factors other than IE assessment data may be reported in the summary statement of the results report. New measures may also be established in the plan to evaluate the impact of those changes as well, regardless of the reason for the change.

6. Assessment instruments associated with the report and not previously submitted with the plan are provided via attachment or URL if not proprietary.
Copies of assessment instruments should normally have been submitted with the plan during the prior IE Assessment cycle. If that previously submitted plan identified an instrument in development or if another new assessment instrument was developed and used in association with the current results report, that instrument should be attached to this report.

Additional Indicators:

7. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process.
When an outcome and/or measure(s) evaluates the impact of a previously reported change, the reflective statement for that outcome should include a determination of whether the change resulted in an improvement.

8. Follow-up data collected to assess the impact of implemented changes show improved outcomes. Meeting this final criterion for one or more measures is the ultimate goal of IE Assessment. When data confirm improvement(s) in student learning outcomes, program quality, or unit operations, the improvement(s) should be well documented in the applicable reflective statement(s). In addition, the Summary of Assessment Process should provide a brief narrative that describes the entire "closed loop" process that resulted in the improvement(s).

Summary of Quality Improvements:

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

With our embedded measure system now firmly in place, our biggest assessment challenges lie in a) increasing the faculty participation, b) refining and adjusting the measurement process, especially in the area of student writing, and c) identifying and implementing strategies to close the loop with

Review Criteria:

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

- Revision or explanation needed
- Satisfactory

regard to program improvement. Since re-vamping our assessment process, we believe we have vastly improved the quality of our data, but there is still much more work to do.

Review:

AJ 10/13: Good report. Because you were still in a period of normative sampling, though, there were not changes to report for #7 and #8.

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