UCF Assessment

Assessment Plan and Results

Plan Year: [2016-2017 ▾]   Status: Results Approved for DRC Report
Program/Unit: [Communication - M.A.   ▾] Last Updated: 8/1/2017 1:34:50 PM

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

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

View/Submit Results Review 🔴 2015-2016 Results Review

Program/Unit: Communication - M.A.	DRC:	College of Sciences
Year: 2016-2017	DRC Chair:	Elizabeth Grauerholz
Due Date:	Coordinator(s):	Harry Weger, Kim Tuorto, Lindsay Neuberger
	Reviewer(s):	Amy Donley

Quick Links:

Mission:

The Communication M.A. Program is dedicated to serving its stakeholders who are comprised of 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 graduate education in Mass and Interpersonal Communication; to mentor students in the conduct of research and creative activities; 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:

The assessment process is designed to measure student competencies using direct and indirect assessments of student learning of academic, research, and professional skills. The plan includes direct measures of student competencies in the areas of theory, methodology, preparedness for doctoral work, critical thinking, and communication skills. Students' competencies are measured by evaluating specific sections of their theses (completed in the immediately previous fall, spring, and summer semesters) or by evaluating responses to specific comprehensive exam questions (completed in the immediate fall, spring, and summer semesters) addressing quantitative research methods, qualitative research methods, or communication theory; through surveys administered online; and through supervisors' assessments of students' workplace communication skills. Theses and comprehensive exam responses are evaluated by a panel of faculty members using a rubric. Reviews of exam responses occur in the first two weeks of the fall semester. Reviews of theses occur at the time of the thesis defense. Indirect measures of preparedness for doctoral work and relevance of the program to professional career settings are measured using an online survey of recently graduated students administered in late August or early September.

Relationship to Strategic Plan:

Outcomes 1, 2, and 3, are all related to the strategic iniative aimed at improving graduate level education by assessing student knowledge of literature in the field and methods of inquiry.

Outcome 4 deals with preparing students for graduate education beyond UCF in our field. Measure 4.4 specifically deals with research produced by students which relates both to the strategic iniative above and the iniative dealing with scholarly research.

Top

Outcome: 1
Students will demonstrate broad knowledge of the literature in the field of communication.

Measure: 1.1
90% of students taking comprehensive examinations will receive an evaluation of satisfactory on 2 out of 3 elective area comprehensive examinations.

The following rubric will be used to asses elective portion comprehensive exam questions. To receive a satisfactory evaluation, a student's answer must conform to 3 of 4 of the following requirements:

Response demonstrates specific and detailed knowledge of the literature relevant to the exam question.
Responses to question are accurate with analyses that go beyond the obvious.
Provides sufficient and appropriate evidence and, makes effort to contextualize it.
Responses contain distinct units of thought in paragraphs, coherently arranged.

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

Exam ID	Course	elective1 result	Responses to question are accurate	Provides sufficient and appropriate evidence	Responses contain distinct units of thought	Response demonstrates specific and detailed knowledge of the	Satisfactory?

Exam ID		result	Responses to question are accurate with analyses that go beyond the obvious.	Provides sufficient and appropriate evidence and, makes effort to contextualize it.	Responses contain distinct units of thought in paragraphs, coherently arranged	Response demonstrates specific and detailed knowledge of the literature relevant to the exam question.	Satisfactory?
FA1604	PUR6405	pass	y	y	y	y	y
FA1607	PUR6406	pass	y	y	y	y	y
FA1601	PUR6407	pass	y	y	y	y	y
FA1605	PUR6408	pass	y	y	y	y	y
FA1603	PUR6409	pass	y	y	y	y	y
FA1602	PUR6410	pass	y	y	y	y	y
SP1601	PUR6005	fail	n	n	n	n	n
SP1602	COM6047	pass	y	n	y	y	y
SP1603	COM5932	pass	y	y	y	y	y
SP1605	COM6468	pass	y	y	n	y	y
SP1606	MMC6600	pass	y	y	y	y	y
SP1607	COM6047	pass	y	y	y	y	y
SP1608	PUR6005	pass	y	y	y	y	y
SP1610	COM6047	fail	n	n	n	n	n
SP1611	MMC6600	fail	n	n	n	n	n
SP1612	ADV6209	fail	n	y	y	n	n
SP1613	COM6047	pass	y	y	n	y	y
SU1601	PUR6405	pass	y	y	y	y	y
Number Y			14	14	13	14	
Number N			4	4	5	4	

Exam ID		elective2 result	Responses to question are accurate with analyses that go beyond the obvious.	Provides sufficient and appropriate evidence and, makes effort to contextualize it.	Responses contain distinct units of thought in paragraphs, coherently arranged	Response demonstrates specific and detailed knowledge of the literature relevant to the exam question.	Satisfactory?
FA1604	PUR6403	pass	y	y	y	y	y
FA1607	MMC6612	pass	y	y	y	y	y
FA1601	PUR6403	pass	y	y	y	y	y
FA1605	COM6425	pass	y	y	y	y	y
FA1603	MMC6567	pass	y	y	y	y	y
FA1602	PUR6403	pass	y	y	y	y	y
SP1601	SPC6442	pass	n	n	n	n	n
SP1602	PUR6403	fail	y	y	y	y	y
SP1603	COM6425	pass	y	y	y	y	y
SP1605	PUR6005	pass	y	n	y	y	y
SP1606	COM6425	pass	y	y	y	y	y
SP1607	COM6025	pass	y	y	y	n	y
SP1608	SPC6442	pass	y	y	y	y	y
SP1610	SPC6442	pass	y	y	y	n	y
SP1611	PUR6405	pass	y	y	n	y	y
SP1612	PUR6405	pass	n	y	y	y	y
SP1613	COM6025	pass	y	n	y	y	y
SU1601	SPC6442	pass	y	y	y	y	y
Number Y			16	15	16	15	
Number N			2	3	2	3	

Exam ID		elective3 result	Responses to question are accurate with analyses that go beyond the obvious.	Provides sufficient and appropriate evidence and, makes effort to contextualize it.	Responses contain distinct units of thought in paragraphs, coherently arranged	Response demonstrates specific and detailed knowledge of the literature relevant to the exam question.	Satisfactory?
FA1604	MMC6567	pass	y	n	y	y	y
FA1607	SPC6442	pass	y	y	y	y	y
FA1601	PUR6215	pass	n	y	y	y	y
FA1605	PUR6005	pass	y	y	y	y	y
FA1603	PUR6215	pass	y	y	y	y	y
FA1602	PUR6005	pass	n	y	y	y	y
SP1601	COM6525	pass	y	y	y	y	y
SP1602	PUR6005	pass	y	y	y	y	y
SP1603	COM6025	fail	n	n	n	n	n
SP1605	PUR6403	pass	y	y	y	y	y
SP1606	COM5932	pass	y	y	y	y	y
SP1607	COM6046	pass	y	y	y	n	y
SP1608	PUR6403	pass	y	y	y	y	y
SP1610	COM6046	fail	n	n	n	n	n
SP1611	PUR6403	pass	y	y	y	y	y
SP1612	PUR6403	pass	y	n	y	y	y

SP1613	COM6046	pass	y	y	y	y	y
SU1601	COM6047	pass	y	y	n	y	y
Number Y			14	14	15	15	
Number N			4	4	3	3	

Satisfactory? Exam 1	Satisfactory? Exam 2	Satisfactory? Exam3	X/3
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
n	n	y	1.00
y	y	y	3.00
y	y	n	2.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
n	y	n	1.00
n	y	y	2.00
n	y	y	2.00
y	y	y	3.00
y	y	y	3.00

13 received 3/3
3 received 2/3
2 received 1/3

Overall   **89%**

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 year was 89% and last year was 90%. So although we missed our target this year and did not improve year over year, we are not ready to make anything out of a 1% year over year decline. We think we're holding steady here rather than declining. In addition, we reported individual level data this year and our analysis doesn't suggest any clear trend in either individual evaluative criteria on the rubric or for any particular course.

Review:

○ Revision or explanation needed
◉ Satisfactory

Measure: 1.2
90 % of thesis students' literature review chapter will be rated satisfactory or above satisfactory by their thesis commitee. Rubric: 3 = Above Satisfactory: both breadth and depth of literature review is at peer reviewed journal quality; 2 = Satisfactory: breadth or depth, but not both, at peer reviewed journal quality; 1 = Below Satisfactory: neither breadth nor depth at peer reviewed journal quality.

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

N = 8 Thesis students*
Above satisfactory = 5
Satisfactory = 3
Overall: 100% rated satisfactory or above satisfactory.
Feedback was not complete for one thesis student.

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:
Both last year and this year were 100%. Next year we might consider breaking the lit review scoring into smaller pieces for evaluation. We may also ratchet up the target to 100%. The outcome of students' understanding the literature in the field is an important program outcome so our faculty does not want to eliminate this assessment element.

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 consistently faired well on this measure and outcome. We belive it is vitally important that we know whether our students are developing a broad understanding of the literature in the field so we will continue to gather data on this outcome. Because we do so well it might be increase the rigor of the measure by increasing the number of satisfactory scores across exams to be 3 out of 3 instead of 2 out of 3. We obtain these results each year because our faculty emphasize heavy reading lists in the courses we teach as well as discussion of these reading assignments in class. We think this pedagogical strategy pays off as demonstrated above.

Reflective Statement Review:
○ Revision or explanation needed
◉ Satisfactory

Overall Outcome Results Review Comment:
The results of both measures for Outcome 1 are clearly explained in this assessment and the use of granular data is excellent. As you say, given the consistent results of acheiving 100% in measure 2 it may be time to change it somewhat. I recommend keeping mesure 1.1 as is since you have been only near or at the goal for the past two years. AD 4/29
I agree--good reporting here. If you change 1.2, perhaps it makes sense to raise the performance bar, such as "75% will be rated above satisfactory by their thesis commitee." There does appear to be some variation there and "satisfactory" seems to be a pretty low bar (missing depth or breadth). LG 5/1/17

Attachments: thesis.docx

Top

Outcome: 2
Students will demonstrate ability to explain, critique, and apply appropriate research methods in a broad range of situations and contexts.

Measure: 2.1
90% of students taking the comprehensive examination will receive a satisfactory evaluation on the quantitative research methods portion on their first attempt.

The following rubric will be used to determine a satisfactory evaluation for the comprehensive examination:
Satisfactory: Student must complete 4 of the 5 tasks below.
Based on a sample research article:
Identifies independent and dependent variables
Identifies sample type and procedure
Identifies operational definitions
Identifies alternative measurement procedure
Accurately interprets statistical data.

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

N = 18 First time test takers.
Granular Results:

Exam ID	Result	Identifies independent and dependent variables	Identifies sample type and procedure	Identifies operational definitions	Identifies alternative measurement procedure	Accurately interprets statistical data.	Satisfactory?
FA1604	pass	y	y	y	y	n	y
FA1607	pass	y	y	y	y	y	y
FA1601	pass	y	y	y	y	y	y
FA1605	pass	y	y	n	y	y	y
FA1603	fail	n	n	y	n	n	n
FA1602	pass	y	y	y	y	n	y
SP1601	pass	y	y	y	y	y	y
SP1602	pass	n	y	y	y	y	y
SP1603	fail	n	n	n	n	n	n
SP1605	pass	y	y	y	y	y	y
SP1606	pass	y	y	y	y	y	y
SP1607	pass	y	y	y	y	y	y

SP1608	pass	y	y	y	y	n	y
SP1610	pass	y	n	y	y	y	y
SP1611	pass	y	y	y	n	y	y
SP1612	pass	y	y	n	y	y	y
SP1613	pass	y	y	y	y	n	y
SU1601	pass	y	y	y	y	y	y

OVERALL SATISFACTORY = 16/18; 89%

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 year we exceeded last year's results but we are still missing the target, even if just barely. One thing we noticed this year is that about 1/3 of our students were not able accurately interpret statistical data. No other evaluative criterion was this problematic. We hope that our new two course sequence that includes a heavier emphasis on statistical analysis will help improve these results in future years. Because our students have been having trouble with the quantitative portion of the exams for several years, we have reconfigured out methods sequence to include a more basic, introductory survey of methods course to prepare students for more advanced work in both the quantitative and qualitative courses. By covering basic issues such as measurement, reliability, and so forth, we hope to be able to spend more time on data analysis and interpretation in the more advanced courses.

Review:
○ Revision or explanation needed
◉ Satisfactory

Measure: 2.2
90% of students taking the comprehensive examination will pass the qualitative research methods portion on their first attempt.

The following rubric will be used to determine a passing grade on the comprehensive exam:
Pass: The student demonstrates satisfactory knowledge of all three of the four elements below.
Fail: The student demonstrates satisfactory knowledge of two or fewer of the elements below.

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

N = 18 First time test takers for Spring, Summer, Fall 2016.

FA1604	result	Differentiate between quantitative and qualitative research methods.	Identify a research question best studied using qualitative research methods.	Identify and describe the strengths and weaknesses of at least three different qualitative methods	Describe ethical considerations of qualitative research	Satisfactory?
FA1607	pass	y	na	y	y	y
FA1601	pass	y	y	y	y	y
FA1605	pass	y	na	y	y	y
FA1603	pass	y	na	n	y	y
FA1602	pass	n	y	y	y	y
SP1601	pass	y	y	n	n	n
SP1602	pass	y	y	y	n	y
SP1603	fail	n	na	n	n	n
SP1605	pass	y	y	y	y	y
SP1606	pass	y	y	y	n	y
SP1607	pass	y	na	y	y	y
SP1608	pass	y	y	y	n	n
SP1610	pass	y	y	n	y	y
SP1611	pass	y	y	y	y	y
SP1612	fail	n	n	n	n	n
SP1613	pass	y	y	y	y	y
SU1601	pass	y	y	y	y	y

OVERALL 14/18 OR 78% SATISFACTORY

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:

These results are somewhat alarming. First, although two students could not accomplish more than 2/4 evaluative criterion, they still passed their exams. In addition, our results are far below the 86% from last year. We plan to work on standardizing the curriculum across sections of COM6303 this year as a way to provide students a common experience and have common outcomes in each course.

Review:

○ Revision or explanation needed

⊙ Satisfactory

Measure: 2.3

100% of students' theses will be judged as satisfactory or above satisfactory on all of the following elements:
Methodology is appropriate to research question(s).
Quantitative/qualitative tools are utilized effectively.
Methodology produces sufficient evidence to address research question.
Student identifies weaknesses/tradeoffs in her/his methodology compared to other possible methodologies.
Rating scale: Above Satisfactory: Satisfactory: Below Satisfactory

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

N= 9 Completed theses in 2016
3 = above satisfactory; 2 = satisfactory; 1 = unsatisfactory

Student ID	Methodology is appropriate to research question(s).	Quantitative/ qualitative tools are utilized effectively	Methodology produces sufficient evidence to address research question.	Student identifies weaknesses/tradeoffs in her/his methodology compared to other possible methodologies.	Above Satisfactory or Satisfactory on 4/4 criteria?
hb	3	3	3	3	y
at	3	3	3	3	y
as	2	3	2	3	y
cw	3	3	3	2	y
el	3	3	3	3	y
bt	2	2	2	1	n
rr	2	2	3	2	y
ar	3	3	3	2	y
dg	3	3	3	3	y

Total = 89%

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:

Last year we had 100%. But given that 89% means that one student was judged inadequate on one criterion, we are not alarmed by our results. We did notice that more students scored a 2 (satisfactory) on the criterion related to identifying weaknesses and drawbacks to their methodology. This is a result we will want to discuss at our next graduate faculty meeting to determine what, if anything, we need to do to improve our thesis students' ability to accomplish this task.

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 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 for quanitative exams and for thesis papers remains about the same. We think the improvements we made in standardizing the quantitative class and the exams for this section has helped us realize these improvements. By gathering more granular data we were able to identify specific trouble spots. For the quantitative exams, we noticed that students are having trouble with statistical analyses and for the thesis students, identifying the weaknesses/alternatives to their methodology appears to be somewhat problematic. WE don't want to make extreme changes based on a year's worth of data, but we will discuss these issues in our grad faculty meeting and we will watch to determine whether there is a trend in these areas over time. As we explain above, we had already planned to reconfigure our methods sequence in response to previous years' results so we hope that the newly configured sequence will eventually solve these problems.
The qualitative exam was a bit dissapointing because of the drop in the success rate on the qualitative methods portion of our comprehensive examinations. Again, we don't want to make any drastic program or curriculum changes at this point, but we will continue to work on standardizing the qualitative methods course and determine whether this helps alleviate some of these problems. We hope that the new, more basic, course in research methods will also help improve the qualitative results as well.

Reflective Statement Review:
○ Revision or explanation needed
● Satisfactory

Overall Outcome Results Review Comment:
As with outcome 1, your presentation and analysis of the data is excellent. You have already identified changes that can be used in the plan based on these results. AD 4/29

Overall, nice overview and use of disaggregated data to identify problem areas. In 2.1, you mention "We hope that our new two course sequence that includes a heavier emphasis on statistical analysis will help improve these results in future years." Please explain what this change was and if it was implemented because of evidence you had from previous assessments (i.e., that weaknesses in methods/statistics had been identified), please indicate this so that you can demonstrate a closed loop here. 2.3: You note that 9 students completed theses but 1.2 reported 8 thesis students. Please clarify. LG 5/1/17
Clarifications made. LG 8/1/17

Attachments: thesis.docx   Quantitative rubric.docx   Qualitative rubric.docx

Top

Outcome: 3
Graduates will be well prepared for life after graduation. Data will be gathered using an online survey and three year rolling averages will be reported.

Measure: 3.1
90% of graduates who have enrolled in doctoral degree programs will report satisfactory or above satisfactory preparation for doctoral work.

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

N=5
I feel very well prepared for doctoral work = 3
I feel adequately prepared for doctoral work = 2
100% fee well prepared or adequately prepared for doctoral work.

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:
Same as last year

Review:
● Revision or explanation needed
○ Satisfactory

Measure: 3.2
At least 80% of our graduates who apply to doctoral programs will have published one or more peer-reviewed articles and/or presented one or more conference papers as a student in our Program.

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

N=5
All 5 respondents indicated the published or presented one or more papers with a faculty member.

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:
Last year was a bit of an aberration as we almost always hit this mark.

Review:
○ Revision or explanation needed
● Satisfactory

Measure: 3.3
90% of students will agree or strongly agree with the following statement: The skills and knowledge I aquired during the Communication MA program can be applied to my current job responsibilities.

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

N=10 Strongly agree = 6 Agree = 4
Strongly agree or agree = 10/10 or 100%

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 the first year we've used this measure. This is why there are only 10 responses as this survey represents a rolling average over the last three years of NSC graduates.

Review:
○ Revision or explanation needed
⊙ Satisfactory

Measure: 3.4
90% of students will agree or strongly agree with the following statement: Completion of the Communication M.A. program has had (will have) a favorable impact on my professional advancement.

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

N=32   Strongly agree = 24   Agree = 6   Neither agree nor disagree = 2   Total strongly agree and agree = 30 or 94%

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:
We have historically had good results with this measure. Last year seems to be an aberration. We will continue to closely monitor this measure.

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 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 killed it on these measures this year as we usually do. Last year's downturns appear to be a hiccup in the strong positive trends in these measures. Although we are committed to preparing students for their lives after graduation, the fact that we do so well on these measures every year makes us consider whether we should move to an every two year evaluation. If something goes wrong, a two year cycle should be enough for us to react and we will also have more PhD students to survey.

Reflective Statement Review:
○ Revision or explanation needed
⊙ Satisfactory

Overall Outcome Results Review Comment:
It woudl be helpful to know the total number of graduates that were contacted and the response rate. For example, in the first measure, were there only 5 students from the program that enrolled in a PhD program or were there more that did not respond. AD 4/29
AGree with reviewer: For 3.1, please report N as well as n (and give response rate). LG 5/1/17
Still a little unclear on N and n. I'm assuming 5 is total contacted and total responded. LG 8/1/17

Attachments: Graduate_Assessment_Survey.pdf

<div align="right">Top</div>

Outcome: 4

Graduates will demonstrate skill as a writer at the graduate level.

Measure: 4.1

At least 90% of students will score above satisfactory or satisfactory on the writing skill rubric below. Student papers from the Mass Communication Theory and the Modern Communication Theory courses will be evaluated by the course instructor and one other judge.

Rubric for measure 7.1: Above Satisfactory: Writing shows high competence in the areas of precision, organization (including effective use of transitions), use of grammar, and language usage. Satisfactory: Writing is below the high competence level in one or more areas listed in the AS category, but is at least adequate in all areas. Unsatisfactory: Writing is below adequate and needs improvement in one or more areas listed in the AS category

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

SPC6219

High competence = 3; Average Competence = 2; Low competence = 1				
Paper ID	Precision of terms: Concepts are clearly and correctly defined throughout.	Organization: The writing is logical, orderly, internally consistent, and well developed.	Grammar and spelling: No grammatical/ spelling errors	Use of APA format: Few, if any, errors in employing the APA style manual
BT	1	3	1	2
RR	3	3	2	3
EL	3	2	3	2
AS	3	3	3	3
AR	2	2	1	3
TY	3	1	2	3
LK	2	1	3	1
GM	3	3	3	2

MMC6402

High competence = 3; Average Competence = 2; Low competence = 1				
Paper ID	Precision of terms: Concepts are clearly and correctly defined throughout.	Organization: The writing is logical, orderly, internally consistent, and well developed.	Grammar and spelling: No grammatical/ spelling errors	Use of APA format: Few, if any, errors in employing the APA style manual
RF	3	3	2	1
AH	2	3	3	3
JH	2	2	1	1
JJ	3	3	3	3
JS	3	2	1	3
AP	3	2	2	3
PW	2	1	1	1

Overall: N=15
Above Satisfactory (high competence in all areas) = 2
Satisfactory (High or average competence in all but one area) = 9
Below satisfactory (Low competence in one or more areas) = 4
11/14 = 73%

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 year's results represents an almost 20% drop from last year (91%). We are especially concerned that only 2 students were rated highly competent in all four criteria. It appears the most of the problem is in students' ability to correctly apply APA formatting and to avoid grammar and other sorts of basic errors in their writing. We specifically designed our COM6008 course to help correct these problems before students began taking the majority of their coursework. We aren't sure what went wrong this year. We plan to examine the time we spend on formatting and proofreading and determine whether we need to increase the number of exercises or assignments that provide feedback to students.

Review:

○ Revision or explanation needed

◉ Satisfactory

Measure: 4.3

90% of students will respond "strongly agree" or "agree" to the following survey item: "The NSC Communication M.A. program improved my writing

skill." Data will be gathered using an online survey and three year rolling averages will be reported.

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

N=32 Strongly agree = 23
Agree = 8
Disagree = 1
Strongly Agree + Agree = 31 or 97%.

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 our first year using this item.

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).

Athough we are happy to see that our students feel their writing skills are improving, this year's cohort passing through the Communication Theory courses did not actually produce highly competent writing samples. This is particularly disheartening after a colleague and I revised the course last summer. We hope this is an abberation and do not plan any drastic changes to curriculum or to the program based on this year's data, but we will be particularly mindful when we see our results next year. For whatever reason, our faculty has remarked on several occasions that this cohort has underperformed in many ways. Hopefully this is not a long term trend.

Reflective Statement Review:
○ Revision or explanation needed
◉ Satisfactory

Overall Outcome Results Review Comment:
It makes sense to not panic and wait to see if the changes have an impact on the next cohort. AD 4/29
You 7.1 in 4.1 Measure--I assume this should be 4.1? Make note when you revise your Plan. LG 5/1/17

Attachments: CCQ.docx   Writing and theory assessment form.docx

Top

Outcome: 5
Students will demonstrate ability to explain, critique, and apply communication theory in a broad range of situations and contexts.

Measure: 5.1
At least 90% of students will score above satisfactory or satisfactory on the writing skill rubric below. Student papers from the Mass Communication Theory and the Modern Communication Theory courses will be evaluated by the course instructor and one other judge.

The following rubric is used to determine pass/fail of comprehensive exam:
Above Satisfactory: Student satisfactorily completes all three of the following tasks
Satisfactory: Student completes two of the four following tasks
Unsatisfactory: Student completes one or fewer of the following tasks:

Student's explanation of fundamental principles/constructs is complete, specific, and clear
Student identifies evidence in support or contradition of theoretical predictions
Student identifies specific limitations of theory.

Result:

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

○ Target met
◉ Target not met

SPC6219

High competence = 3; Average Competence = 2; Low competence = 1

Paper ID	Theory description: Theory is accurately described and all relevant components are included	Theoretical support: Relationship between research and theory is clearly explained	Critique: Strengths and limitations of the theory are discussed
BT	2	2	2
RR	2	2	2
EL	3	2	2
AS	3	2	3
AR	1	2	2
TY	2	3	3
LK	2	2	2
GM	3	3	2

MMC6402

High competence = 3; Average Competence = 2; Low competence = 1

Paper ID	Theory description: Theory is accurately described and all relevant components are included	Theoretical support: Relationship between research and theory is clearly explained	Critique: Strengths and limitations of the theory are discussed
RF	2	2	2
AH	3	3	3
JH	1	2	1
JJ	3	2	3
JS	3	2	2
AP	2	1	1
PW	3	2	2

Students completing all three at high or average competence: 8/15

Students completeing two tasks at high or average competence: 5/15

Students completing fewer than two tasks at high or average competence: 2/15

Total completing 2 or 3 at high or average competence: **13/15 = 87%**

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:
Last year our total was 78% and this year we improved by almost 9 %. We are happy to see the improvement but we didn't make any changes in curriculum or faculty in our theory courses this year. With such a small N even small differences can look bigger than they are. We are happy to see the improvement and will monitor this closely because we are still below our target. We have made a curriculum change that eliminates the modern communication theory course and will use the Interpersonal Communication Theory course for this purpose in the future.

Review:
○ Revision or explanation needed
◉ Satisfactory

Measure: 5.2
90% of graduates who have enrolled in doctoral degree programs will report be satisfied or very satisfied with their training in communication theory.

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

◉ Target met
○ Target not met

N=5 (in this round, we only had 5 students who went on to PhD programs respond).
Very satisfied with their training = 3

Satisfied with their training = 2

100% feel satisfied or very satisfied with their training in Communication Theory

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:
Our students going on to PhD programs tend to be our better students and put more effort into their classes so they probably are learning more in these courses than other students. We are happy to see that our students are entering PhD programs feeling well prepared for the rigors of doctoral study.

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).

Although we missed the target for measure 5.1, we did see some improvement over last year. We are planning to change our curriculum for the Interpersonal Track to eliminate the Modern Communication Theory course because it is partly redundant with our Interpersonal Communication course. We will continue to include some of the outcomes for the course in the new version of the interpersonal theory course. At this point, students in the Mass and Interpersonal Theory courses perform about the same on measure 5.1, we will have to keep an eye on this next year to determine whether they are remained fairly equal on this measure. For measure 5.2, this is the first time we've used this measure but we expect we'll maintain 90% or better on it as we have on our other measures of our students moving to the PhD.

Reflective Statement Review:

○ Revision or explanation needed
◉ Satisfactory

Overall Outcome Results Review Comment:

Excellent presentation of data and reflection on findings. AD 4/29
5.1: Your target is 90% but the overall rate was 87% so target was NOT met. For 5.2, you noted that 5 responded. What was the N or # contacted? LG 5/1/17

Attachments: Writing and theory assessment form.docx

Mentoring - Coordinator

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

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

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

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

Mentoring - DRC Chair and Reviewer(s)

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

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

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

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

Curriculum/Course-related Assessment Methods:

☑ Capstone Course
☑ Capstone Project or Performance Evaluation
☐ Case study / Simulation

☑ Course-embedded Questions
☑ Portfolio
☑ Rating Scale / Scoring Rubric (yields a grade)
☑ Assessment Rubrics (student demonstrates proficiency)
☐ Lab Journals / Reports
☑ Observation (focused on specific program outcomes)
☑ Other method

Explain EACH item checked above:
We used three assessment measures related to the curriculum. First, we used literature review papers from theory courses to assess students' understanding of communication theory as well as to assess students' writing skill.

Second, we used comprehensive examination answers to assess quantitative and qualitative research methods outcomes. We also used comprehensive examiniations to assess students' understanding of the literature in the fied.

Third we used thesis projects to assess students' ability to apply research methods and to assess understanding of the the literature in the field.

Examinations/Tests:

Standardized:
☐ Nationally-normed Exam
☐ State-normed Exam
☐ Other

Explain EACH item checked above:

Local:
☐ Post-test Only
☑ Pre-post Test
☐ Other exam or test

Explain EACH item checked above:

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:

Local:
☑ Alumni Survey (Department or Program; not UCF)
☐ Customer Satisfaction Survey
☐ Exit and Other Interviews

Explain EACH item checked above:
We use an alumni survey that we send out every year and report the rolling three year average.

Other Survey(s):
☐ National Survey
☐ State Survey
☑ Other Survey

Explain EACH item checked above:

Miscellaneous Assessment Methods:
☐ Advisory Board
☐ Focus Group
☐ Institutional Data
☐ Student Records
☐ Accreditation Reviews (e.e. SACS, CAEP, ABET)

☐ Other

Explain EACH item checked above:

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

Is this an implemented or planned change?

○ Implemented Change
● Planned Change
○ Both

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

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

Outcome: 1 **Measure:** 1
Explain the strategy that you will implement to attempt to bring about the change:
We have consistently faired well on this measure and outcome. We belive it is vitally important that we know whether our students are developing a broad understanding of the literature in the field so we will continue to gather data on this outcome. Because we do so well it might be increase the rigor of the measure by increasing the number of satisfactory scores across exams to be 3 out of 3 instead of 2 out of 3. We obtain these results each year because our faculty emphasize heavy reading lists in the courses we teach as well as discussion of these reading assignments in class. We think this pedagogical strategy pays off as demonstrated above.
Describe the data that you will collect to assess the change to provide evidence of improvement:

Exam ID	Course	elective1 result	Responses to question are accurate with analyses that go beyond the obvious.	Provides sufficient and appropriate evidence and, makes effort to contextualize it.	Responses contain distinct units of thought in paragraphs, coherently arranged	Response demonstrates specific and detailed knowledge of the literature relevant to the exam question.	Satisfactory?
FA1604	PUR6405	pass	y	y	y	y	y
FA1607	PUR6406	pass	y	y	y	y	y
FA1601	PUR6407	pass	y	y	y	y	y
FA1605	PUR6408	pass	y	y	y	y	y
FA1603	PUR6409	pass	y	y	y	y	y
FA1602	PUR6410	pass	y	y	y	y	y
SP1601	PUR6005	fail	n	n	n	n	n
SP1602	COM6047	pass	y	n	y	y	y
SP1603	COM5932	pass	y	y	y	y	y
SP1605	COM6468	pass	y	y	n	y	y
SP1606	MMC6600	pass	y	y	y	y	y
SP1607	COM6047	pass	y	y	y	y	y
SP1608	PUR6005	pass	y	y	y	y	y
SP1610	COM6047	fail	n	n	n	n	n
SP1611	MMC6600	fail	n	n	n	n	n
SP1612	ADV6209	fail	n	y	y	n	n
SP1613	COM6047	pass	y	y	n	y	y
SU1601	PUR6405	pass	y	y	y	y	y
Number Y			14	14	13	14	
Number N			4	4	5	4	

Exam ID		elective2 result	Responses to question are accurate with analyses that go beyond the obvious.	Provides sufficient and appropriate evidence and, makes effort to contextualize it.	Responses contain distinct units of thought in paragraphs, coherently arranged	Response demonstrates specific and detailed knowledge of the literature relevant to the exam question.	Satisfactory?
FA1604	PUR6403	pass	y	y	y	y	y
FA1607	MMC6612	pass	y	y	y	y	y
FA1601	PUR6403	pass	y	y	y	y	y
FA1605	COM6425	pass	y	y	y	y	y
FA1603	MMC6567	pass	y	y	y	y	y
FA1602	PUR6403	pass	y	y	y	y	y
SP1601	SPC6442	pass	n	n	n	n	n
SP1602	PUR6403	fail	y	y	y	y	y
SP1603	COM6425	pass	y	y	y	y	y
SP1605	PUR6005	pass	y	n	y	y	y
SP1606	COM6425	pass	y	y	y	y	y

SP1607	COM6025	pass	y	y	y	n	y
SP1608	SPC6442	pass	y	y	y	y	y
SP1610	SPC6442	pass	y	y	y	n	y
SP1611	PUR6405	pass	y	y	n	y	y
SP1612	PUR6405	pass	n	y	y	y	y
SP1613	COM6025	pass	y	n	y	y	y
SU1601	SPC6442	pass	y	y	y	y	y

Number Y	16	15	16	15
Number N	2	3	2	3

Exam ID		elective3 result	Responses to question are accurate with analyses that go beyond the obvious.	Provides sufficient and appropriate evidence and, makes effort to contextualize it.	Responses contain distinct units of thought in paragraphs, coherently arranged	Response demonstrates specific and detailed knowledge of the literature relevant to the exam question.	Satisfactory?
FA1604	MMC6567	pass	y	n	y	y	y
FA1607	SPC6442	pass	y	y	y	y	y
FA1601	PUR6215	pass	n	y	y	y	y
FA1605	PUR6005	pass	y	y	y	y	y
FA1603	PUR6215	pass	y	y	y	y	y
FA1602	PUR6005	pass	n	y	y	y	y
SP1601	COM6525	pass	y	y	y	y	y
SP1602	PUR6005	pass	y	y	y	y	y
SP1603	COM6025	fail	n	n	n	n	n
SP1605	PUR6403	pass	y	y	y	y	y
SP1606	COM5932	pass	y	y	y	y	y
SP1607	COM6046	pass	y	y	y	n	y
SP1608	PUR6403	pass	y	y	y	y	y
SP1610	COM6046	fail	n	n	n	n	n
SP1611	PUR6403	pass	y	y	y	y	y
SP1612	PUR6403	pass	y	n	y	y	y
SP1613	COM6046	pass	y	y	y	y	y
SU1601	COM6047	pass	y	y	n	y	y

Number Y	14	14	15	15
Number N	4	4	3	3

Satisfactory? Exam 1	Satisfactory? Exam 2	Satisfactory? Exam3	X/3
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
n	n	y	1.00
y	y	y	3.00
y	y	n	2.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
y	y	y	3.00
n	y	n	1.00
n	y	y	2.00
n	y	y	2.00
y	y	y	3.00
y	y	y	3.00

13 received 3/3
3 received 2/3
2 received 1/3

Overall   **89%**

☐ No Changes to Academic Process

Changes to Curriculum:
☐ Revise and/or Enforce Prerequisites
☐ Revise Course Sequence
☐ Revise Course Content
☑ Add Course

Is this an implemented or planned change?
○ Implemented Change
◉ Planned Change
○ Both

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

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

Outcome: 2 **Measure:** 1
Explain the strategy that you will implement to attempt to bring about the change:
The results for quanitative exams and for thesis papers remains about the same. We think the improvements we made in standardizing the quantitative class and the exams for this section has helped us realize these improvements. By gathering more granular data we were able to identify specific trouble spots. For the quantitative exams, we noticed that students are having trouble with statistical analyses and for the thesis students, identifying the weaknesses/alternatives to their methodology appears to be somewhat problematic. WE don't want to make extreme changes based on a year's worth of data, but we will discuss these issues in our grad faculty meeting and we will watch to determine whether there is a trend in these areas over time.
The qualitative exam was a bit dissapointing because of the drop in the success rate on the qualitative methods portion of our comprehensive examinations. Again, we don't want to make any drastic program or curriculum changes at this point, but we will continue to work on standardizing the qualitative methods course and determine whether this helps alleviate some of these problems.
Describe the data that you will collect to assess the change to provide evidence of improvement:
N = 18 First time test takers.
Granular Results:

Exam ID	Result	Identifies independent and dependent variables	Identifies sample type and procedure	Identifies operational definitions	Identifies alternative measurement procedure	Accurately interprets statistical data.	Satisfactory?
FA1604	pass	y	y	y	y	n	y
FA1607	pass	y	y	y	y	y	y
FA1601	pass	y	y	y	y	y	y
FA1605	pass	y	y	n	y	y	y
FA1603	fail	n	n	y	n	n	n
FA1602	pass	y	y	y	y	n	y
SP1601	pass	y	y	y	y	y	y
SP1602	pass	n	y	y	y	y	y
SP1603	fail	n	n	n	n	n	n
SP1605	pass	y	y	y	y	y	y
SP1606	pass	y	y	y	y	y	y
SP1607	pass	y	y	y	y	y	y
SP1608	pass	y	y	y	y	n	y
SP1610	pass	y	n	y	y	y	y
SP1611	pass	y	y	y	n	y	y
SP1612	pass	y	y	n	y	y	y
SP1613	pass	y	y	y	y	n	y
SU1601	pass	y	y	y	y	y	y

OVERALL SATISFACTORY = 16/18; 89%

☑ Delete Course

Is this an implemented or planned change?
○ Implemented Change
◉ Planned Change
○ Both

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

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

Outcome: 2 **Measure:** 1
Explain the strategy that you will implement to attempt to bring about the change:
The results for quanitative exams and for thesis papers remains about the same. We think the improvements we made in standardizing the quantitative class and the exams for this section has helped us realize these improvements. By gathering more granular data we were able to identify specific trouble spots. For the quantitative exams, we noticed that students are having trouble with statistical analyses and for the thesis students, identifying the weaknesses/alternatives to their methodology appears to be somewhat problematic. WE don't want to make extreme changes based on a year's worth of data, but we will discuss these issues in our grad faculty meeting and we will watch to determine whether there is a trend in these areas over time.
The qualitative exam was a bit dissapointing because of the drop in the success rate on the qualitative methods portion of our comprehensive examinations. Again, we don't want to make any drastic program or curriculum changes at this point, but we will continue to work on standardizing the qualitative methods course and determine whether this helps alleviate some of these problems.

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

N = 18 First time test takers.

Granular Results:

Exam ID	Result	Identifies independent and dependent variables	Identifies sample type and procedure	Identifies operational definitions	Identifies alternative measurement procedure	Accurately interprets statistical data.	Satisfactory?
FA1604	pass	y	y	y	y	n	y
FA1607	pass	y	y	y	y	y	y
FA1601	pass	y	y	y	y	y	y
FA1605	pass	y	y	n	y	y	y
FA1603	fail	n	n	y	n	n	n
FA1602	pass	y	y	y	y	n	y
SP1601	pass	y	y	y	y	y	y
SP1602	pass	n	y	y	y	y	y
SP1603	fail	n	n	n	n	n	n
SP1605	pass	y	y	y	y	y	y
SP1606	pass	y	y	y	y	y	y
SP1607	pass	y	y	y	y	y	y
SP1608	pass	y	y	y	y	n	y
SP1610	pass	y	n	y	y	y	y
SP1611	pass	y	y	y	n	y	y
SP1612	pass	y	y	n	y	y	y
SP1613	pass	y	y	y	y	n	y
SU1601	pass	y	y	y	y	y	y

OVERALL SATISFACTORY = 16/18; 89%

☐ Other implemented or planned change
☐ No Changes to Curriculum

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

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

We are already gathering data at the granular level that has provided insights. We think we are already gathering quality data that yields useful information.

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).

Starting with the students coming in for the fall of 17, we will require a basic methods course in the first 6 hours. To make room for this basic course, we have eliminated the required statistics course. We will move much of the statistics curriculum to the 6000 level quantitative course. We hope this improves student learning in these courses by providing a solid foundation at the beginning of their program.

Review Criteria:
(Examples: Could you be more specific? Has your benchmark remained at this level too long?)
○ Revision or explanation needed
◉ Satisfactory

Review:
You are selling yourselves short with your summary of quality improvements! You have definitely used data from previous assessment cycles to make changes to the program that have benefitted students. AD 4/29
Again, I'm not seeing what the reviewer sees here. I think the improvements made need to be linked directly (in Reflective STatements and section here that deals with Implemented/Planned changes) to previous assessment results. That is, what had you seen in past assessments to be areas that needed improvements? what did you do and did these changes result in improvement?
I think the potential is there to demonstrate this closed loop with Measure 2.1. Here you note improvement and mention a change but in the Implemented Changes section where you discuss 2.1, you don't make this connection clear. It's difficult for me to see whether you've closed the loop. It shouldn't be difficult to raise the rating to 4 or 5. In order to check #7, it needs to be clear that based on previous assessment, you saw something that needed to be addressed, you addressed it and assessed it. We can check #8 if you can show that the change showed an improvement. LG 5/4/17
As mentioned earlier, it's clear that changes have been made and are planned that are geared toward student improvements--well done. It's not clear that improvements are linked to past assessments but the changes you note here (to methods sequence) are likely to show a closed loop in future cycles. LG 8