

2016-2017 Assessment Cycle COLA_Strategic Communication BA - Public Relations

Mission (due 1/20/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / Department / Program Mission

College Mission

Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."

The College of Liberal Arts is dedicated to the advancement of knowledge through teaching, research, and service. The College teaches students to think critically, applying scientific principles and intellectual schema to understand human behavior and society in a diverse world, to express ideas and ideals in a variety of forms, and to understand themselves and others as members of regional and global communities. The intellectual and creative foundations of this enterprise are written and oral communication, analytical and reasoning skills, and the ability to solve problems creatively. Each departmental curriculum presents perspectives from the past, provides an understanding of the present and directs attention to the challenges of the future. As active researchers, faculty in the College work to advance the frontiers of knowledge and our understanding of humanity and the world we live in, and to use that knowledge and understanding to improve the human condition.

Department / Program Mission

Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".

Mission

The Department of Communication embraces the mission and values of ACEJMC and UL Lafayette, to provide students with an exceptional educational experience that is (a) informed by diverse worldviews; (b) grounded in understanding of historical tradition; and (c) engaged with an ever-broadening spectrum of cultural perspectives in modern global society. The Department executes its mission by developing leaders, innovators and scholars who are well equipped to take part in improving the human condition.

Assessment Plan (due 1/20/17)

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

| | | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Goal/Objective | Graduating seniors should have the skills and abilities needed for entry-level work in public relations professions, as judged by internship supervisors. | | |
| Legends | SLO - Student Learning Outcome/Objective (academic units); | | |
| Standards/Outcomes | | | |
| Assessment Measures | | | |
| | Assessment Measure | Criterion | Attachments |
| | Direct - Internship Evaluation | Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments: | |

| | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Goal/Objective | Students should master Associated Press writing style and be proficient in grammar, spelling and punctuation. | | |
| Legends | SLO - Student Learning Outcome/Objective (academic units); | | |
| Standards/Outcomes | | | |
| Assessment Measures | | | |
| | Assessment Measure | Criterion | Attachments |
| | Direct - Pre/Post Test | Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the usable data for this measure. At least 75% of the students must average at least a B (80% of the points) in the post-test to consider this objective met. Attachments: | |

| | | | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------|--|--|
| Goal/Objective | Graduating seniors should build specialized portfolios that reflect their ability to apply the knowledge obtained in the program. | | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------|--|--|

| Legends | | | | | | | | | |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|--------------------|-----------|-------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Standards/Outcomes | | | | | | | | | |
| Assessment Measures | <table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Portfolio</td> <td>As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community.</td> <td></td> </tr> </tbody> </table> | | | Assessment Measure | Criterion | Attachments | Direct - Portfolio | As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community. | |
| | Assessment Measure | Criterion | Attachments | | | | | | |
| Direct - Portfolio | As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community. | | | | | | | | |
| | | | | | | | | | |

Results & Improvements (due 9/15/17)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Graduating seniors should have the skills and abilities needed for entry-level work in public relations professions, as judged by internship supervisors.

| Goal/Objective | Graduating seniors should have the skills and abilities needed for entry-level work in public relations professions, as judged by internship supervisors. | | | | | | | | |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-------------|--------------------|-----------|-------------|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Legends | SLO - Student Learning Outcome/Objective (academic units); | | | | | | | | |
| Standards/Outcomes | | | | | | | | | |
| Assessment Measures | <table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Internship Evaluation</td> <td>Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments:</td> <td></td> </tr> </tbody> </table> | | | Assessment Measure | Criterion | Attachments | Direct - Internship Evaluation | Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments: | |
| | Assessment Measure | Criterion | Attachments | | | | | | |
| Direct - Internship Evaluation | Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluations Attachments: | | | | | | | | |
| | | | | | | | | | |
| Assessment | | | | | | | | | |

| Findings | Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives |
|----------|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Direct - Internship Evaluation | Has the criterion Criterion: Public relations professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked to rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms. The department expects 75% of students to score at least a "C" average on the internship evaluation | Forty-nine public relations students completed internships in the Spring 2017 semester. Internship supervisors were asked to evaluate their interns on a 5 point scale ranging from F(0) to A(4.0). Thirty-eight students received an A; ten students received a score of B, and one student received an F. Student | 2016_2017_Public_Relations_Intern_Evaluation_Form_Responses.xlsx | - Assessment Process: Continuous monitoring: Students are performing well in internships; both students and organizations indicate the students receive strong preparation for internships. This particular scenario is working well, but will continue to be monitored. |

| | | | | |
|--|--------------------------------------------|--------------------------------------------------------------------------|--|--|
| | ns Attachments: been met yet? Met | s average d 3.71; therefor e the criterion was met. | | |
|--|--------------------------------------------|--------------------------------------------------------------------------|--|--|

Assessment List Findings for the Assessment Measure level for Students should master Associated Press writing style and be proficient in grammar, spelling and punctuation.

| Goal/Objective | Students should master Associated Press writing style and be proficient in grammar, spelling and punctuation. | | | | | | | | | | | | | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Legends | SLO - Student Learning Outcome/Objective (academic units); | | | | | | | | | | | | | |
| Standards/Outcomes | | | | | | | | | | | | | | |
| Assessment Measures | <table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> </tr> </thead> <tbody> <tr> <td>Direct - Pre/Post Test</td> <td>Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the usable data for this measure. At least 75% of the students must average at least a B (80% of the points) in the post-test to consider this objective met. Attachments:</td> </tr> </tbody> </table> | | | | Assessment Measure | Criterion | Direct - Pre/Post Test | Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the usable data for this measure. At least 75% of the students must average at least a B (80% of the points) in the post-test to consider this objective met. Attachments: | | | | | | |
| Assessment Measure | Criterion | | | | | | | | | | | | | |
| Direct - Pre/Post Test | Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the usable data for this measure. At least 75% of the students must average at least a B (80% of the points) in the post-test to consider this objective met. Attachments: | | | | | | | | | | | | | |
| Assessment Findings | <table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Summary</th> <th>Attachments of the Assessments</th> <th>Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td>Direct - Pre/Post Test</td> <td>Has the criterion Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the</td> <td>A total of 18 public relations students were enrolled in the writing course in the Spring 2017 semester. Their scores on the writing test ranged</td> <td>212_exit_exams_SP_17.docx 212_Students_for_SACS.xlsx</td> <td>- Assessment Process: Continuous monitoring: Public relations students performed well on the GSP post-test in CMCN 212. In response to changes</td> </tr> </tbody> </table> | | | | Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | Direct - Pre/Post Test | Has the criterion Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the | A total of 18 public relations students were enrolled in the writing course in the Spring 2017 semester. Their scores on the writing test ranged | 212_exit_exams_SP_17.docx 212_Students_for_SACS.xlsx | - Assessment Process: Continuous monitoring: Public relations students performed well on the GSP post-test in CMCN 212. In response to changes |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | | | | | | | | | | |
| Direct - Pre/Post Test | Has the criterion Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the newswriting course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the | A total of 18 public relations students were enrolled in the writing course in the Spring 2017 semester. Their scores on the writing test ranged | 212_exit_exams_SP_17.docx 212_Students_for_SACS.xlsx | - Assessment Process: Continuous monitoring: Public relations students performed well on the GSP post-test in CMCN 212. In response to changes | | | | | | | | | | |

| | | | | | |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>usable data for this measure. At least 75% of the students must average at least a B (80% of the points) in the post-test to consider this objective met. Attachments: been met yet? Met</p> | <p>from a minimum of 68 to a maximum of 100, with a mode of 86 (n = 4) and a mean of 85.67 (N = 18). Analyzing the top 75% of the scores revealed that the average grade was 89.28%, corresponding to a high-range B, which meets the objective and the target for this measure.</p> | | <p>in the industry, public relations has been combined with the advertising sequence into a strategic communication major beginning in Fall 2017. Students will no longer be required to take CMCN 212 but will be required to take both CMCN 321 (PR Writing), which will cover grammar, spelling, and punctuation (GSP) and Associated Press (AP) style, and CMCN 421 (Advanced PR Writing). Faculty should meet to determine assessment means and criteria moving forward with the new program.</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Assessment List Findings for the Assessment Measure level for Graduating seniors should build specialized portfolios that reflect their ability to apply the knowledge obtained in the program.

| | |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Goal/Objective | Graduating seniors should build specialized portfolios that reflect their ability to apply the knowledge obtained in the program. |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------|

| Legends | | | | | | | | | | | | | | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------|-----------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards/Outcomes | | | | | | | | | | | | | | | |
| Assessment Measures | <table border="1" data-bbox="318 520 1526 911"> <thead> <tr> <th data-bbox="318 520 526 596">Assessment Measure</th> <th data-bbox="526 520 1526 596">Criterion</th> </tr> </thead> <tbody> <tr> <td data-bbox="318 596 526 911">Direct - Portfolio</td> <td data-bbox="526 596 1526 911">As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community.</td> </tr> </tbody> </table> | | | | | Assessment Measure | Criterion | Direct - Portfolio | As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community. | | | | | | |
| Assessment Measure | Criterion | | | | | | | | | | | | | | |
| Direct - Portfolio | As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25 At least 80% of students will score a "B" or better on the portfolio review conducted by professional practitioners from the community. | | | | | | | | | | | | | | |
| Assessment Findings | <table border="1" data-bbox="318 1050 1526 1980"> <thead> <tr> <th data-bbox="318 1050 467 1155">Assessment Measure</th> <th data-bbox="467 1050 623 1155">Criterion</th> <th data-bbox="623 1050 812 1155">Summary</th> <th data-bbox="812 1050 1365 1155">Attachments of the Assessments</th> <th data-bbox="1365 1050 1526 1155">Improvement Narratives</th> </tr> </thead> <tbody> <tr> <td data-bbox="318 1155 467 1980">Direct - Portfolio</td> <td data-bbox="467 1155 623 1980">Has the criterion As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products</td> <td data-bbox="623 1155 812 1980">The goal of at least 80% of students scoring a B or better on their public relations' portfolios was achieved in Spring 2017. Of the 31 portfolios submitted, 86% scored a B or better. Therefore, the criterion was met. Students are now required to turn in the hard copy of a traditional portfolio, but also an electronic</td> <td data-bbox="812 1155 1365 1980">Portfolio_evaluations__SP17__statistics__2_.docx PR_Portfolio_evaluations__SP17__statistics__3_.docx</td> <td data-bbox="1365 1155 1526 1980">- Curricular Change : Remediation: Be sure writing instructor(s) in CMCN 321 and 421 teach AP Style writing. Create new portfolio requirements that focus on printed portfolio as well as online web site and portable drive/USB.</td> </tr> </tbody> </table> | | | | | Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | Direct - Portfolio | Has the criterion As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products | The goal of at least 80% of students scoring a B or better on their public relations' portfolios was achieved in Spring 2017. Of the 31 portfolios submitted, 86% scored a B or better. Therefore, the criterion was met. Students are now required to turn in the hard copy of a traditional portfolio, but also an electronic | Portfolio_evaluations__SP17__statistics__2_.docx PR_Portfolio_evaluations__SP17__statistics__3_.docx | - Curricular Change : Remediation: Be sure writing instructor(s) in CMCN 321 and 421 teach AP Style writing. Create new portfolio requirements that focus on printed portfolio as well as online web site and portable drive/USB. |
| Assessment Measure | Criterion | Summary | Attachments of the Assessments | Improvement Narratives | | | | | | | | | | | |
| Direct - Portfolio | Has the criterion As they enter upper-division course work within the field, students take a "Principles of Public Relations" course (CMCN 320). They begin compiling a portfolio of professional work that will include products | The goal of at least 80% of students scoring a B or better on their public relations' portfolios was achieved in Spring 2017. Of the 31 portfolios submitted, 86% scored a B or better. Therefore, the criterion was met. Students are now required to turn in the hard copy of a traditional portfolio, but also an electronic | Portfolio_evaluations__SP17__statistics__2_.docx PR_Portfolio_evaluations__SP17__statistics__3_.docx | - Curricular Change : Remediation: Be sure writing instructor(s) in CMCN 321 and 421 teach AP Style writing. Create new portfolio requirements that focus on printed portfolio as well as online web site and portable drive/USB. | | | | | | | | | | | |

| | | | | | |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | <p>developed in all subsequent skills courses, including their internship. In the capstone course (CMCN 425), students' completed portfolios are evaluated by public relations professionals. The evaluators use a rubric that assesses whether student work meets the professional standards appropriate to entry-level employment within the field. Number of students assessed = about 25. At least 80% of students will score a "B" or better on the portfolio review conducted by professional</p> | <p>version on a portable/USB drive and on the Internet/web site. Of the six students, who earned Cs (4), one D and one F, most earned those grades because they failed to turn in a portable drive and/or prepare a web site. The professional reviewers checked all three versions of the portfolios. A computer was set up during the portfolio review sessions so that professionals could check both the portable drive and the Internet portfolio/web site. Improvements in portfolio grades are due in part to students taking CMCN 337, a portfolio design course, which will be a required part of the curriculum beginning Fall 2017.</p> | | <p>Require students to have a portfolio "buddy" to check for common typographical errors, spelling, grammar and AP Style errors. Be sure students explain portfolio projects that are not easily understood. Require students to turn in a draft portfolio prior to submitting final to professionals.</p> |
|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

| | | | | | |
|--|--|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | <p>practitioners from the community. been met yet? Met</p> | <p>Presently, portfolios are submitted during the capstone campaign management course, CMCN 425, and count as 25% of the student's overall grade. Another improvement in grades may also be due to at least one portfolio workshop guest taught by previous students who excelled at portfolio creation. Students pay attention to their peers' suggestions. 2- SP17 – PR Portfolio Evaluations Helpful comments from the professionals were both positive and negative (constructive criticism): "Very thorough! Great job. Just make sure your AP Style is top notch in case you hired some place that uses it." "I loved the creativity and</p> | | |
|--|--|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| | | | | |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| | | | <p>clean design of this portfolio. There is wide variety shown, which I appreciate. However, there are several reoccurring errors of AP style." "Liked the cover letter and resume, but needs to follow AP Style. I would change up some of the descriptions of job work to more action oriented." "Would prefer the USB to have individual examples instead of just one PDF. Watch typos!" "Add website to the USB. Social media is empty." "Always proof read all of your materials carefully before submitting. I found some errors. As an employer, I notice this. Overall, your portfolio was very organized and easy to look at."</p> | |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

| | | | | | |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | | <p>“Find a better way to attach your USB. Work on your writing – AP style was lacking and some language was too simple/cliché . However, your writing for sports was much better. Overall, design of the portfolio is not very impressive. Needs more variety and organization. What does photography have to do with the rest of your work. How does it all come together to set you apart?” “Great at design. Need to work on grammar, spelling and overall messaging of writing materials.” “Identify your strengths: promote that more throughout your portfolio. Can’t get a sense of that right now.” “Excellent work overall. You have</p> | | |
|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| | | | | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | | <p>shown some great skill in application across a number of platforms, which is great! If I had one critique, it would be of some of the picky points of the written pieces, ie format, punctuation, et. Overall, very great work. You definitely have a lot of promise!" "A repetitive logo and blue type is not enough to set yourself apart. Small errors will add up and hurt you in the end." The lack of AP Style knowledge is concerning to me. I wish more time was put into this – more proofreading, more creativity, etc." 3- SP17 – PR Portfolio Evaluations "Put the link to your website on the flash drive. Minor grammar and spelling errors. Some</p> | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| | | | | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | | <p>very rough designs. Why should I care about your photos? Tell me.” “This portfolio needs work with the brochure layouts... the deliverables. Great looking resume.” “Be sure to edit letters and copy. Too many grammatical and formatting errors. Brochures need more time and attention.” “Great work – good design! Just wish the online component worked. Bet it was fabulous.” “Make sure your links work for your website. I would even buy your own domain for easy access. Writing was great, but remember to be diverse and creative. Overall beautiful design and portfolio. Great job! Make sure to security</p> | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| | | | | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | | <p>attach your USB!"</p> <p>"Overall a beautiful and professional presentation. Very nice and consistent fonts and branding throughout. Beautiful creative and functional writing. When viewing digital portfolio (portable drive), it was obvious that the headings were inconsistently centered."</p> <p>"Best portfolio in this room!"</p> <p>"Buy domain to shorten URL. Needs more examples of your work in all areas. Sometime fonts were so small – difficult to read – like on business cards. No need for mailing address anymore."</p> <p>"Student clearly does not use AP Style. Front cover needs work. First page should be resume,</p> | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| | | | | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | | <p>this is not an audition for theatre or film. No online portfolio given. No portable drive turned in. This portfolio was a complete failure." "The font is too small for old/imperfect eyes. Put dates on press releases. Missing drive."</p> <p>"Proofread and correct spelling/grammar errors throughout. I like the captions describing projects, ie web design elements."</p> <p>On the student's portable drive: "Try to have some interactive elements, clickable links, videos, etc." "Your visuals are stunning. Portfolio was hard to follow. Awesome website."</p> <p>"Too much writing that was conversational or started with 'I.'</p> | | |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

| | | | | | |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| | | | <p>Would like to see more typeset visuals in social media, using something like Canva.”</p> <p>4- SP17 – PR Portfolio Evaluations</p> <p>“Very well-organized portfolio. I can see you being a huge asset with your design skills.”</p> <p>“Magazine articles are really good. Blog posts are a bit boring. Minor spelling and grammar problems throughout.”</p> <p>“Pay attention to typos. Images were not good... formatting.”</p> <p>“Attention to detail is important. Have someone else proofread. Multiple typos.”</p> <p>The student’s portable drive:</p> <p>“Contained all working files and was poorly organized.”</p> | | |
|--|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

Reflection (Due 9/15/17)

Reflection

1) How were assessment results shared in the unit?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email

Presented formally at staff / department / committee meetings

Discussed informally (selected)

Other (explain in text box below) (selected)

Results are shared with sequence chairs for corrections and additions to reports.

2) How frequently were assessment results shared in the unit?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee (selected)

Other faculty / staff (selected)

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

Students performed well in all areas of assessment; the Department must continuously monitor for any changes that may manifest as results of curricular or other changes.

5) What has the unit learned from the current assessment cycle?

Moving forward with the new strategic communication major, the Department must develop new means of writing assessment in response to curricular changes beginning in Fall 2017.

Attachments

Attachments

Upload any supporting documents related to your assessment plans, results, or improvements. Documents may include rubrics, survey questions, reports, etc. There is no limit to the number of documents you can upload.

Click "Select File" to upload document(s)

Agency_Evals_By_Intern_PR.sav

Exit_Surveys.sav

GSP_POST_TESTS_BY_SEQUENCE_AND_MAJOR.sav

PR_Portfolio_evaluations__SP17__statistics__3_.docx