Detailed Assessment Report
2013-2014 Advertising BA. Com / Public Relations BA. Com
As of: 7/14/2014 08:37 AM CENTRAL

Analysis Questions and Analysis Answers

For Academic Programs
Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

Academic Program:
Advertising: Inconsistencies in the results of the analysis of objective (multiple-choice) test questions about advertising budgeting principles in APR221 Introduction to Advertising prompted the instructor to include additional discussions on budgeting and to develop another type of direct measurement. Measurements taken in four semesters spanning AY2011-2012 showed varying rates of success. In 2013, the professor developed one three-part, open-ended budget principles question as part of a test. Since it was a three-part question, the instructor measured a sample of 10 students to see if they earned all nine points. Since this was a three-part question, this type of assessment would give the instructor a more accurate evaluation of what students understand about budgeting principles. The results revealed an average question score of 5.7 out of 9 points (63 percent). INTERPRETATION: The sample of students measured have a partial understanding of the elements of budgeting principles. This measure will be continued in the 2013-2014 assessment plan to see if measuring all students, rather than a sample of students, yields different results.

Public Relations: Based on the observation that students needed to improve their technical writing skills (grammar, style and formatting), the instructor added an in-class exercise about citation rules, the use of quotes and paraphrasing. In addition, the students were encouraged to take the 18 quizzes on AP style located on the Platform Magazine website. INTERPRETATION: The faculty member noted a reduction in grammar and styles errors. A rubric will be developed to measure the impact of these innovations on student's technical writing skills. The rubric will be administered during AY2013-2014. The results will be reported in the 2013-2014 assessment report.

Mission / Purpose
The mission of the Department of Advertising and Public Relations undergraduate curriculum is to prepare highly competent, socially conscious and engaged leaders to reshape the future of global advertising and public relations.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: (Discipline Knowledge) Elements of APR process.
(Discipline Knowledge) APR students will demonstrate knowledge of the elements of the APR process.

Related Measures

M 1: Testing to assess advertising process
Course-embedded test questions will be used to measure students’ ability to demonstrate knowledge of the advertising process. [Preview Formatting]

Source of Evidence: Standardized test of subject matter knowledge
Target:
The target was met.

M 2: Testing to assess public relations process
Course-embedded test questions will be used to measure students’ ability to demonstrate knowledge of the public relations process. [Preview Formatting]

Source of Evidence: Standardized test of subject matter knowledge
Target:
No target established.

M 3: Rubrik to assess advertising process
80% of students will be rated “7” or higher (out of 10) in a course-embedded rubric used to assess whether students demonstrate knowledge of how elements of the advertising process work together.

Source of Evidence: Academic direct measure of learning - other
Target:
80% of students rated 7+

M 4: Rubrik to assess public relations process
80% of students will be rated “7” or higher (out of 10) in a course-embedded rubric used to assess whether students demonstrate knowledge of how elements of the public relations process work together.

Source of Evidence: Academic direct measure of learning - other
SLO 2: (Skills/Abilities) Visual communication
(Skills/Abilities) APR students will identify principles of visual communication and apply the tools of graphic design.

Related Measures
M 5: Rubric on tools of graphic design
A course-embedded rubric will be used to assess students' ability to apply the tools of graphic design. [Preview Formatting]

Source of Evidence: Academic direct measure of learning - other

Target: No target set.

Finding (2013-2014) - Target: Met
An indirect measure was used assess students' ability to apply the tools of graphic design. Rather than test students in APR 260, four Advertising professionals from the College's Board of Visitors evaluated four advertising campaigns books. Students produce campaigns books as a part of required work in the last Advertising course in the curriculum (considered our Capstone course). Graphic design is an important component of the campaign. Based on a score of 1 (not successful at all in implementation) through 10 (highly successful in implementation), the average score for Design Work (effective use of creative visuals throughout the plan book) was 7.5 (out of 10). Faculty will review the findings within the context of the department's curriculum review. These findings will be used to develop an assessment initiative for AY 2014-2015.

M 6: Testing on visual communication
Course-embedded test questions on principles of visual communication.

Source of Evidence: Standardized test of subject matter knowledge

Target: Not measured during the 2012-2013 assessment cycle.

SLO 3: (Skills/Abilities) Verbal communication
(Skills/Abilities) APR students will identify and apply principles of verbal communication in an APR context.

Related Measures
M 7: Testing for verbal communication (public relations)
Course-embedded test questions will assess students' ability to identify principles of verbal communication. [Preview Formatting]

Source of Evidence: Standardized test of subject matter knowledge

Target: The target was met.

M 8: Rubric for verbal communication (public relations)
A course-embedded rubric will be used to assess students' ability to apply principles of verbal communication in a public relations context. [Preview Formatting]

Source of Evidence: Academic direct measure of learning - other

Target: Not established.

M 9: Rubric for verbal communication (advertising)
A course-embedded rubric will be used to assess students' ability to apply principles of verbal communication in an advertising context.

Source of Evidence: Academic direct measure of learning - other

Target: No target established.

SLO 4: Strategic thinking
APR students will illustrate strategic thinking in advertising campaign planning and execution.

Related Measures
M 10: Testing for media strategy
80% of students will correctly answer course-embedded test questions used to assess ability to illustrate a media strategy and its tactics. [Preview Formatting]

Source of Evidence: Standardized test of subject matter knowledge

Target: 80% student success in tests.

M 11: Rubric for advertising strategy
80% of students will be rated "7" or higher (out of 10) in a course-embedded rubric used to assess students' ability to illustrate overall advertising strategy. [Preview Formatting]

Source of Evidence: Academic direct measure of learning - other

Target:
80% of students rated 7+

**M 12: Rubric for public relations strategy**
80% of students will be rated "7" or higher (out of 10) in a course-embedded rubric used to assess ability to create a strategic public relations plan. [Preview Formatting]

Source of Evidence: Academic direct measure of learning - other
**Target:**
The target was met.

**SLO 5: Recognized quality**
The program will improve and sustain a high level of recognized quality. [Preview Formatting]

**Related Measures**

**M 13: Quality rating & awards**
National listing of program quality, rating in national survey, national program quality award, faculty research and honors, or nationally awarded student work. [Preview Formatting]

Source of Evidence: Academic direct measure of learning - other
**Target:**
The target was met.

**M 14: AEJMC accreditation**
100% compliance with criteria of accrediting agency (ACEJMC). [Preview Formatting]

Source of Evidence: Academic direct measure of learning - other
**Target:**
100% compliance

**SLO 6: Enrollments & degree completions**
The program will build and sustain an optimal level of annual program enrollments and degree completions. [Preview Formatting]

**Related Measures**

**M 15: Enrollments & student-faculty ratios**
University statistics on student enrollments and student-faculty ratios. [Preview Formatting]

Source of Evidence: Academic indirect indicator of learning - other
**Target:**
The Advertising and Public Relations faculty has agreed that the optimal student-faculty ratio is 50:1.

**Finding (2013-2014) - Target: Partially Met**
Our goal was to hire three assistant professors (two for the Public Relations major and one for the Advertising major). The department hired two assistant professor for Public Relations. Due to a slim pool of candidates, the search for an assistant professor of Advertising ended and will resume in AY 2014-2015. If APR enrollment for AY2014-2015 does not increase, the student/faculty ratio is estimated to be 70:1. Although the department's goal of a 50:1 student ratio was not met, it decreased from 79:1 to an estimated 70:1. It is likely that the department's student enrollment will continue to outpace the enrollment of the University.

**M 16: Program majors & degree completions**
University statistics on program majors and degree completions [Preview Formatting]

Source of Evidence: Academic indirect indicator of learning - other

**SLO 7: Program highly valued**
The program will be highly valued by its program graduates and other key constituencies it serves. [Preview Formatting]

**Related Measures**

**M 17: Graduating Senior Survey**
Data obtained from the Graduating Senior Survey and other data when appropriate. [Preview Formatting]

Source of Evidence: Academic indirect indicator of learning - other
**Target:**
The target was met.

**M 18: Client satisfaction**
At least 90% of local clients (for whom students prepare APR campaigns) will be "very satisfied" or "satisfied" with students' work (based on faculty-provided rubric). [Preview Formatting]

Source of Evidence: Academic indirect indicator of learning - other
**Target:**
90% client satisfaction

**Finding (2013-2014) - Target: Partially Met**
During the College's annual Board of Visitor's meeting, four Advertising professionals evaluated four advertising campaigns books (prepared by undergraduate students) using a grading rubric developed by Advertising professors and instructors. The rubric required the evaluators to assess seven items on a score of 1 (not a all successful in implementation) through 10 (highly successful in implementation) for a maximum score of 70 points. We determined that a total score of 56 or more (80 percent or better) would represent client satisfaction. Only one professional rated a campaign book below 56, yielding an 86 percent client satisfaction rate. The average score given by the four Advertising professionals was 58 (83 percent of the rubric total). According to the professionals, students scored highest in written communication skills, and lowest in design work and plan evaluation. The department would like to see higher scores and will continue to find ways to involve Advertising and Public Relations professionals in our assessment process. These findings will be used to develop an assessment initiative for AY 2014-2015.

SLO 8: Budgeting principles
    Improvement Outcome: Students will correctly identify and apply budgeting principles in advertising.

Related Measures

M 19: Objective questions on budgeting
    70% of students will answer correctly course-embedded objective test questions on "budgeting." [Preview Formatting]
    Source of Evidence: Standardized test of subject matter knowledge
    Target:
    70% of students answer correctly

M 20: Open-ended questions on budgeting
    70% of students will respond correctly to open-ended, task-based questions on "budgeting." [Preview Formatting]
    Source of Evidence: Standardized test of subject matter knowledge
    Target:
    70% of students answer correctly

SLO 9: Technical aspects of writing
    Students will successfully illustrate technical aspects of writing in public relations

Related Measures

M 21: Testing for technical aspects writing
    70% of students will respond successfully to 80% to more of questions on technical aspects of writing
    Source of Evidence: Standardized test of subject matter knowledge
    Target:
    70% of students get 80% of questions

M 22: Rubric for technical aspects of writing
    70% of students will obtain a score of 7 or more in a rubric designed to assess technical aspects of writing
    Source of Evidence: Academic direct measure of learning - other
    Target:
    The target was met.
<table>
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<td>Finding (2012-2013) - Target: Met</td>
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<td>The purpose of this measure was to assess student understanding of the advertising budgeting process. The instructor used a direct, course-embedded measure. The baseline measurement taken in 2011 showed that 73 percent of students enrolled in APR221 answered five budget-related questions correctly. In 2011, a sample of 25 students (20 percent of students enrolled in the course) revealed that 32 percent answered three of the five questions correctly. The measurement taken in the spring 2012 semester (for the 2012-2013 assessment cycle) revealed that 79 percent of students enrolled in APR221 answered five budget-related questions correctly. In 2012, a sample of 25 students (20 percent of students enrolled in the course) revealed that 50 percent answered three of the five questions correctly.</td>
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<tr>
<td>INTERPRETATION: This assessment reveals that students in APR221 have a better understanding of the advertising budgeting process because the percentage of students answering budget-related questions increased. The faculty is satisfied with the adjustments made to the course and the assessment of the student's understanding of budget.</td>
</tr>
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| M 2: Testing to assess public relations process |
| Course-embedded text questions will be used to measure students’ ability to demonstrate knowledge of the public relations process.  | [Preview Formatting] |
| Source of Evidence: Standardized test of subject matter knowledge |
| Target: No target established. |

| M 3: Rubric to assess advertising process |
| 85% of students will be rated “7” or higher (out of 10) in a course-embedded rubric used to assess whether students demonstrate knowledge of how elements of the advertising process work together. |
| Source of Evidence: Academic direct measure of learning - other |
| Target: 85% of students rated 7+ |
| Finding (2012-2013) - Target: Met |
| No data was collected during the 2012-2013 assessment cycle. |
| INTERPRETATION: Because the faculty was satisfied with past findings, no measurements were implemented during the 2012-2013 year. The faculty teaching the Advertising Management course will review the methods (direct or indirect) used to collect data for assessing student knowledge of the advertising process during the 2013-2014 assessment cycle. |

| M 4: Rubric to assess public relations process |
| 85% of students will be rated “7” or higher (out of 10) in a course-embedded rubric used to assess whether students demonstrate knowledge of how elements of the public relations process work together. |
| Source of Evidence: Academic direct measure of learning - other |
| Target: 85% of students rated 7+ |
| Finding (2012-2013) - Target: Met |
| Students continue to meet the target. 85% of students rated “7” or higher (out of 10) in a course-embedded rubric used to assess if they could demonstrate their knowledge of how elements of the public relations process work together. |
| INTERPRETATION: Students continue to demonstrate that they have grasped the elements of the public relations process. The rubric will be used in the 2013-2014 assessment cycle. |

| SLO 2: (Skills/Abilities) Visual communication |
| APR students will identify principles of visual communication and apply the tools of graphic design. |

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<td>Target: No target set.</td>
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<td>Finding (2012-2013) - Target: Met</td>
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<td>[Note]: the instructor used a direct, course-embedded measure to assess students’ ability to use three software programs that are the tools of graphic design: Photoshop, Illustrator, and InDesign. Students were tested on each program. The instructor used a rubric for the assessment. The average grade for each program was 94 out of 100 points. After testing the design application course was satisfied with the results of the test. Students scored lower on the first test and earned higher grades on each subsequent test. This demonstrates that students became more comfortable with the expectations of the tests and made adjustments for subsequent tests. The faculty will review the measures (direct or indirect) used to collect data for assessing visual communication skills during the 2013-2014 assessment cycle.</td>
</tr>
</tbody>
</table>

| M 6: Testing on visual communication |
| Course-embedded text questions on principles of visual communication. |
| Source of Evidence: Academic direct measure of learning - other |
| Target: Not measured during the 2012-2013 assessment cycle. |
| Finding (2012-2013) - Target: Not Reported for This Cycle |
| Visual communication skills were not assessed during the 2012-2013 assessment cycle. |
| INTERPRETATION: Data was not collected this year. The faculty wants to be sure that comparing the answers to multiple-choice questions to performance on specific applied tasks would provide accurate data for future actions. |

| SLO 3: (Skills/Abilities) Verbal communication |
| APR students will identify and apply principles of verbal communication in an APR context. |

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SLO 1: Recognized quality
The program will improve and sustain a high level of recognized quality. [Preview Formatted]

Related Measures

M 13: Quality rating & awards
National listing of program quality, rating in national survey, national program quality award, faculty research and honors, or nationally awarded student work. [Preview Formatted]

Source of Evidence: Academic direct measure of learning - other
Target: The target was met.
Finding (2012-2013) - Target: Met
A report of NY 2012-2013 Faculty Excellence Reports show that AHPR faculty won eight internal and external grants, published 55 book chapters and scholarly journal articles, five conference proceedings, and one book. Additionally, the faculty made 44 presentations to academic and practitioner groups at the local, regional, national and international levels. Two faculty members, Eun-Jung K and Hyunggyo Kang, authored the most read article in Journalism and Mass Communication Quarterly, the leading mass communication research journal. Other faculty honors include PRSSA’s Jackson Jackson and Wagner Behavioral Science Prize (Berger); Korean Academic Society for Public Relations’s (KR)’S Task Finalist Award in Public Relations, and PRSSA West Alabama PR Educator of the Year and the College’s Kins Heegd Award for Outstanding Faculty (Sim); the College’s Board of Visitors’ Teaching Award (Thurany) and Kopps Tae-Hyo (Jung); Students in the department also earned recognitions. University of Alabama Public Relations Student Society of America (PRSSA) president, Jessica Colin, received the 2012 Donald J. Galloway/PRSSA Award for Outstanding Public Relations Student; a UA-PRSSA chapter team won the national College Duck Tape Brand Awareness PRSSA Challenge from among 40 teams; UA-PRSSA won the national 2013 Teacher’s Chapter Award for University Service; Platform Magazine received the National MARCOM Award for Magazine/Nonprofit and the Hermes Creative Gold Award for Overall Website/Nonprofit. Our students garners great notoriety in the national BFA Competition for ‘1 Can,’ an anti-bullying campaign for Tuscaloosa City Schools, and in the National PRSSA Outstanding Student Initiated Project, our elements PRSSA Student Council and Breakfast Club received first place in the national PRSSA Outstanding Student Initiated Project for the anti-bullying and anti-drinking campaign in research, videos, training, media, and 4 awards of excellence that included a Shorty Award for winner video. Six students showed to the One Club Student Exhibition (one of 47 invited programs in the world). In regional competition, the Ad Team took third place in District T American Advertising Federation’s national student competition. The Less Than Us Think campaign won three Silver Addy Awards in the professional category and eight awards in the student competition. Students also received the University of Alabama Center for Community Based Partnerships Outstanding Student Initiated project for the Anti-Bullying campaign SW2 developed for the Tuscaloosa City Schools. An individual award went to Kelly Bontinger, who won the Jan Garvin Scholarship and the Bruce Roche Scholarship.

INTERPRETATION: The AHPR faculty and undergraduate students continue to earn national recognition for their creativity, integrity, research, service and dedication to Advertising and Public Relations.
M 14: ACEJMC accreditation
100% compliance with criteria of accrediting agency (ACEJMC).
Source of Evidence: Academic direct measure of learning - other
Target: 100% compliance
Finding (2012-2015) - Target: Not Reported This Cycle
The Advertising and Public Relations undergraduate major program was reaccredited as part of a larger mass communication unit in the college (LIN, TCP, MC) by the Accrediting Council in Education and Mass Communication (ACEJMC) in 2008. ACEJMC evaluated evidence pertaining to curriculum and student learning outcomes. According to ACEJMC, the program met the standards in the areas covered by the audit. A review is due in 2015.
However, because we have a new assistant dean and an interim dean, ACEJMC extended our self-study and mass communication program reevaluation cycle by one year. We will prepare our self-study in 2014-2015 and undergo review in 2015-2016.

SLO6: Enrollments & degree completions
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures:

M 15: Enrollments & student-faculty ratios
University statistics on student enrollments and student-faculty ratios.
Source of Evidence: Academic indirect indicator of learning - other
Target: The Advertising and Public Relations faculty has agreed that the optimal student-faculty ratio is 10:1.
Finding (2012-2015) - Target: Partially Met
According to the University's Office of Institutional Research and Assessment, the student enrollment in the APR program continues to increase and surpass the University's enrollment. In August 2014, student enrollment was 1,344 students, an 8.8% increase from August 2012. The University's undergraduate student enrollment increased 3.3%. With 17 faculty employed, the student-faculty ratio is 79:1. The department's desired level is 55:1.

The APR department plans to hire three faculty to fill three faculty positions in FY 2013-2014. This will reduce the student-faculty ratio to 87:1 provided that student enrollment does not increase. INTERPRETATION: The APR department does have the student-faculty ratio goal that it established and is continuing efforts to reach its goal.

M 16: Program majors & degree completions
University statistics on program majors and degree completions.
Source of Evidence: Academic indirect indicator of learning - other

SLO7: Program highly valued
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures:

M 17: Graduating Senior Survey
Data obtained from the Graduating Senior Survey and other data when appropriate.
Source of Evidence: Academic indirect indicator of learning - other
Target: The target was met.
Finding (2012-2015) - Target: Met
The University's Graduating Senior Survey was used to evaluate how APR students valued their major. Respondents: 14 Advertising majors and 41 Public Relations majors. When asked to rate the overall quality of the major, 98 percent of Advertising majors ranked their major as excellent to good and 100 percent of Public Relations majors ranked their major as excellent to good. INTERPRETATION: We are pleased that students are highly satisfied with the level of satisfaction with their major. We will continue to monitor the Graduating Seniors survey for improvement.

M 18: Client satisfaction
At least 90% of local clients (for whom students prepare APR campaigns) will be "very satisfied" or "satisfied" with students' work (based on faculty-provided rubrics).
Source of Evidence: Academic indirect indicator of learning - other
Target: 90% client satisfaction

SLO8: Budgeting principles

M 19: Objective questions on budgeting
70% of students will answer correctly course-embedded objective test questions on "budgeting."

Source of Evidence: Standardized test of subject matter knowledge
Target: 70% of students answer correctly
Finding (2012-2015) - Target: Met
The purpose of this measure was to assess student understanding of the advertising budgeting process. In APR221, the instructor used a direct, course-embedded measurement. The baseline measurement taken in Spring 2012 revealed that 34% of students met the objective. In Fall 2012, 37% of students enrolled in the course met the objective. By Spring 2013, 37% of students met the objective. In 2013, a sample of 23 students (20 percent of students enrolled in the course) revealed that 32 percent answered three of the five questions correctly. The measurement taken in the spring 2013 semester (for the 2012-2013 assessment cycle) revealed that 38 percent of students enrolled in APR221 answered five budget-related questions correctly. In 2012, a sample of 23 students (20 percent of students enrolled in the course) revealed that 40 percent answered three of the five questions correctly. Students in APR221 improved their scores on the budget-related questions over last year.

M 20: Open-ended questions on budgeting
70% of students will respond correctly to open-ended, task-based questions on "budgeting."

Source of Evidence: Academic direct measure of learning - other
Target: 70% of students answer correctly
Finding (2012-2015) - Target: Partially Met
To answer, one three-part, open-ended budget principles question was part of a test. Since it was a three-part question, the instructor measured a sample of students (10) if they earned all nine points. Since this was a three-part question, the type of assessment would give the instructor a more accurate evaluation of what students understood about budgeting principles. The results revealed an average question score of 5 out of 9 points (55 percent). INTERPRETATION: The sample of students measured have a partial understanding of the budgeting principles. The instructor added a budgeting principles assessment plan to see if measuring students, rather than a sample of students, reveals different results.

SLO9: Technical aspects of writing
Students will successfully illustrate technical aspects of writing in public relations

Related Measures:

M 21: Testing for technical aspects writing
70% of students will respond successfully to 90% of more of questions on technical aspects of writing
Source of Evidence: Academic direct measure of learning - other
Target: 70% of students get 90% of questions
Finding (2012-2015) - Target: Met
Final exams were held in the 2012 fall term in 2012 to test students' mastery of grammar and media writing style. The items measured subject-verb agreement, comma use, direct objects, contractions, and Associated Press style. On the five items, the lowest percentage was 5%, and the highest was 100%. On average, the score on these items (with each worth 20 points), was 74%, slightly higher than the 71% from the previous year. INTERPRETATION: The results indicated that the additional AP and grammar quizzes helped students improve their writing style. The instructor added a self-assessment plan to see if they are measuring of the data, all instructors report greater applied knowledge displayed in the writing assignments done in lab.

M 22: Rubric for technical aspects of writing
70% of students will obtain a score of 7 or more in rubric designed to assess technical aspects of writing
Finding (2012-2013) - Target: Math

The final enterprise stories were evaluated for 16 students enrolled in a summer section of MATH 211. An independent rater worked with the rubric and did not see the final grades posted by the course instructor. The stories were evaluated for whether they were comprehensive, coherent, compelling, and correct. The results were as follows. Fails to meet minimum standards (1 of 16, 6.25%), meets minimum standards (3 of 16, 18.75%), exceeds standards in one or two areas (8 of 16, 50%), exceeds standards in three or four areas (5 of 16, 31.25%). The results indicate that all but 6% of the students who completed the course could produce a story that at least meets minimum standards by following the rubric. The rubric was revised for the previous semester (Fall 2011) indicating that the rubric had helped correct grade inflation present in previous semesters.
Mission / Purpose
The Department of Advertising and Public Relations' mission is to recruit and retain the most qualified faculty available in each field; provide an environment that fosters quality teaching, research, and service; and prepare our students for positions of leadership while immersing them in the skills needed to effectively research, plan, execute, and evaluate advertising and/or public relations programs in today's complex, diverse and global society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Advertising students will demonstrate knowledge of the elements of the advertising process.
Connected Document
Advertising BA Curriculum Map 1

Related Measures

M 1: Testing to assess advertising process
Course-embedded test questions will be used to measure students' ability to demonstrate knowledge of the advertising process.
Source of Evidence: Standardized test of subject matter knowledge
Target:

Finding (2011-2012) - Target: Not Reported This Cycle
Selected course-embedded test questions in APR221 (Introduction to Advertising) were used to measure the students’ ability to demonstrate knowledge of the advertising process. Overall, 81% of the questions were answered correctly. The only questions answered correctly by fewer than 70% of the students were in the areas of targeting, media/budget and evaluation.

INTERPRETATION: Students show lesser mastery of the areas of targeting, media/budget and evaluation. But this is their first advertising course and normally students become more knowledgeable about these areas after completing their 300- and 400-level courses.

M 2: Rubric to assess advertising process
80% of students will be rated “7” or higher (out of 10) in a course-embedded rubric used to assess whether students demonstrate knowledge of how elements of the advertising process work together.
Source of Evidence: Academic direct measure of learning - other
Target:

Finding (2011-2012) - Target: Met
In a course-embedded rubric used to assess whether students demonstrate knowledge of elements of the advertising process, 35% of the students obtained 9.5-10 points out of 10, 40% obtained 8-9 points, and 25% obtained 7-7.5 points. The 2010-2011 assessment plan had anticipated that at least 80% of the students would be rated at 7 points or higher.

INTERPRETATION: All of the students who were assessed through the rubric were rated at 7+ points out of 10. Therefore, all of the students met the target.

M 17: Rubric to assess advertising process
80% of students will be rated “7” or higher (out of 10) in a course-embedded rubric used to assess whether students demonstrate knowledge of how elements of the advertising process work together. [Preview Formatting]
Source of Evidence: Academic direct measure of learning - other
Target:

80% of students rated 7+

SLO 2: Skills / Abilities (visual)
(Skills/Abilities) Advertising students will identify principles of visual communication and apply the tools of graphic design.
Connected Document
Advertising BA Curriculum Map 1

Related Measures

M 3: Testing to assess visual communication
Course-embedded test questions on principles of visual communication.
Source of Evidence: Standardized test of subject matter knowledge
Target:
Finding (2011-2012) - Target: Not Reported This Cycle
Selected course-embedded test questions were used to measure students’ ability to demonstrate command of the principles of visual communication. Overall, 74% of the questions were answered correctly. Conceptual questions were answered correctly by 75% of the students; questions on applied matters were answered correctly by 73% of the students. Students tended to do less well in responding to multiple-choice questions than in completing specific applied tasks.

INTERPRETATION: Students did better in responding to open-ended, task-oriented questions (i.e., other than multiple choice). Student responses should be monitored in the next few semesters to determine whether this difference represents a trend.

M 4: Rubric to assess graphic design
A course-embedded rubric will be used to assess students' ability to apply the tools of graphic design.

Source of Evidence: Academic direct measure of learning - other

Target: 

Finding (2011-2012) - Target: Not Reported This Cycle
When evaluated on a course-embedded rubric used to assess students' ability to apply the tools of graphic design, 20% of students obtained a perfect score (40 points); 40% obtained 35-39 points; 20% obtained 28-34 points; and 20% failed to meet the benchmark for success (28 points). Results were obtained from a random sample of students in the APR260 course. The average scores for the Photoshop Skill Evaluations were 36.4/40. The average scores for Illustrator were 35.3/40 and the average scores for InDesign were 36.7/40.

INTERPRETATION: The numbers seem high but that is by design. This test reflects a generic competency with the software that students should accomplish during the course of the class. The regular test scores reflect the generic bell curve.

SLO 3: Skills / Abilities (verbal)
Advertising students will identify and apply principles of verbal communication in an advertising context.

Connected Document
Advertising BA Curriculum Map 1

Related Measures

M 5: Testing to assess verbal communication
Course-embedded test questions will assess students’ ability to identify principles of verbal communication in an advertising context.

Source of Evidence: Standardized test of subject matter knowledge

Target: 

Finding (2011-2012) - Target: Not Reported This Cycle
THIS IS A JOURNALISM CLASS (JN150). A SUMMARY OF THEIR RESULTS FOLLOWS .......... 52.1% of test items were answered correctly on the midterm. Students made significant progress over the second half of the semester, as 68.7% of items were answered correctly on the final exam. According to the rubric created for this assessment, student scores for these items demonstrated a "moderate" level of understanding of this course content, and students demonstrated a "high level" of improvement over the second half of the semester.

INTERPRETATION: While progress was made during the semester, the scores on these items are less than ideal, with only the exam scores averaging near a passing grade. The assessment shows that at least some component of the course material should be more closely tailored to teaching students how to identify subtle writing problems within more complex writing passages.

M 6: Rubric to assess verbal communication
A course-embedded rubric will be used to assess students' ability to apply principles of verbal communication in an advertising context.

Source of Evidence: Academic direct measure of learning - other

Target: 

Finding (2011-2012) - Target: Not Reported This Cycle
Based on a student sample assessed on 0-3 scale (3=almost perfect, 2=acceptable, 1=poor, 0=incorrect/missing), 80% of students performed at an acceptable level (at least 2 out of 3) on at least five of six criteria. For each criterion ... fact processing=100%, creative brief=90%, copy writing=90%, outdoor message=80%, radio script=70%, print campaign=80% (average=81.7%).

INTERPRETATION: Students' grasp of verbal communication in an advertising context is at an acceptable level. Although there is variable performance depending on scoring criteria. Radio script writing appears here as the only relative weakness.

SLO 4: Strategic thinking
Advertising students will illustrate strategic thinking in advertising campaign planning and execution.

Connected Document
Advertising BA Curriculum Map 1
**Related Measures**

**M 7: Testing to assess media strategy**
80% of students will correctly answer course-embedded test questions used to assess ability to illustrate a media strategy and its tactics.

**Source of Evidence:** Standardized test of subject matter knowledge

**Target:**
80% success in test questions.

**Finding (2011-2012) - Target: Met**
Responding to a set of five questions used to assess ability to illustrate a media strategy and its tactics, 67% of students responded correctly to all five questions, and 24% responded correctly to four questions; only 9% of the students responded correctly to three or fewer questions. On a separate rubric used to assess ability to evaluate media plans, 78% of students obtained 9-10 points out of 10, and 22% obtained 7-8 points.

**INTERPRETATION:** The finding indicates that students perform at an acceptable level of competency in media strategy and tactics. There is no differential performance of students among the various types of questions.

**M 8: Rubric to assess advertising strategy**
80% of students will be rated "7" or higher (out of 10) in a course-embedded rubric used to assess students' ability to illustrate overall advertising strategy.

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
80% of students rated 7+

**Finding (2011-2012) - Target: Met**
On a rubric used to assess students' ability to illustrate overall advertising strategy, 20% of the students obtained a perfect score (1- points), 15% of the students had nine points, 45% of the students had 7-8 points, and 20% of the students had fewer than 7 points.

**INTERPRETATION:** The target was met, but only just. Further analysis of student performance on individual components of advertising strategy and tactics has revealed that the one area in which students performed lowest was that of articulating budgets.

**SLO 5: Budgeting principles**
Improvement Outcome: Students will correctly identify and apply budgeting principles.

**Connected Document**
Advertising BA Curriculum Map 1

**Related Measures**

**M 9: Objective budgeting questions**
70% of students will answer correctly course-embedded objective test questions on “budgeting.”

**Source of Evidence:** Standardized test of subject matter knowledge

**Target:**
70% correct answers.

**Finding (2011-2012) - Target: Not Met**
Several test-based objective questions in APR221 (the Introduction to Advertising course) were aimed at ascertaining correct identification of budgeting principles by the students. Examination of the students' test scores revealed that, very similarly to last year's performance, fewer than 70% of students had given correct answers regarding budgeting principles.

**INTERPRETATION:** Additional material in the budgeting lecture did not result in improved success in student response to objective (multiple choice questions). However, as the second finding relevant to this outcome indicates, students did considerably better in responding to open-ended, task-based questions. So perhaps student success is partly a function of question type.

**M 10: Open-ended budgeting questions**
70% of students will respond correctly to open-ended, task-based questions on "budgeting."

**Source of Evidence:** Standardized test of subject matter knowledge

**Target:**
70% correct responses.

**Finding (2011-2012) - Target: Met**
Students' identification of budgeting principles through application in open-ended, task-based questions had a correct-response rate of 82%, much higher than last year's.

**INTERPRETATION:** The first finding relevant to this outcome had shown that additional material in the budgeting lecture had not resulted in improved success in student response to objective (multiple choice questions). However, as the present finding indicates, students did considerably better in responding to open-ended, task-based questions. So perhaps student success is partly a function of question type.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtm6: Recognized quality**
The program will improve and sustain a high level of recognized quality.
Related Measures

M 11: National recognition
National listing of program quality, rating in national survey, national program quality award, or nationally awarded student work.
Source of Evidence: Honors and awards outside the institution

M 12: ACEJMC accreditation
100% compliance with criteria of accrediting agency (ACEJMC).
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 7: Degree completions
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 13: Enrollments and student-faculty ratios
University statistics on student enrollments and student-faculty ratios.
Source of Evidence: Academic indirect indicator of learning - other

M 14: Majors and degrees
University statistics on the number of program majors and degrees awarded.
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 8: Graduates highly valued
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 15: Graduating senior survey
Data obtained from the Graduating Senior Survey and other data when appropriate.
Source of Evidence: Alumni survey or tracking of alumni achievements

M 16: Client satisfaction
At least 90% of local clients (for whom students prepare advertising campaigns) will be “very satisfied” or “satisfied” with students’ work (based on faculty-provided rubric)
Source of Evidence: Employer survey, incl. perceptions of the program

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Detailed Assessment Report
2011-2012 Public Relations BA.Com
As of: 7/14/2014 08:39 AM CENTRAL

Mission / Purpose
The Department of Advertising and Public Relations' mission is to recruit and retain the most qualified faculty available in each field; provide an environment that fosters quality teaching, research, and service; and prepare our students for positions of leadership while immersing them in the skills needed to effectively research, plan, execute, and evaluate advertising and/or public relations programs in today's complex, diverse and global society.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Public relations students will demonstrate knowledge of the elements of the public relations process.

Connected Documents
Public Relations BA Curriculum Map 1
Public Relations BA Curriculum Map 2

Related Measures

M 1: Testing to assess PR process
Course-embedded test questions will be used to assess students’ ability to demonstrate knowledge of the public relations process.
Source of Evidence: Standardized test of subject matter knowledge

Target:
No target added.

Finding (2011-2012) - Target: Not Reported This Cycle
Selected course-embedded test questions were used to measure the students' ability to demonstrate knowledge of the public relations process. Overall 76% of the test questions were answered correctly by the students. The only questions answered correctly by fewer than 70% of the students were in the area of public relations “planning.”

INTERPRETATION: Students need to have a better grasp of the planning process in public relations. Still, this is their first course and they should have acquired a better grasp by the time they have completed their 300- and 400-level courses.
**M 2: Rubric to assess PR process**

80% of students will be rated "7" or higher (out of 10) in course-embedded rubric used to assess whether students demonstrate knowledge of how elements of the public relations process work together.

Source of Evidence: Academic direct measure of learning - other

**Target:**

80% of students rated 7+

**Finding (2011-2012) - Target: Met**

Based on a rubric used in APR433 (the Introduction of Public Relations course) to assess knowledge of the public relations process, 100% of the students obtained a score of 7.5 or better (out of 10). 67% of the students obtained a score of 9 points and 33% of the students obtained a score of 7.5 points.

**INTERPRETATION:** All of the students met or exceeded the target. While this in on-target in an educational setting, one-third of the students did not perform adequately at a strictly professional level.

**SLO 2: Skills / Abilities (visual)**

Public relations students will identify principles of visual communication and apply the tools of graphic design.

**Connected Documents**

- Public Relations BA Curriculum Map 1
- Public Relations BA Curriculum Map 2

**Related Measures**

**M 3: Testing to assess visual communication**

Course-embedded test questions on principles of visual communication.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

No target added.

**Finding (2011-2012) - Target: Not Reported This Cycle**

Selected course-embedded test questions were used to measure students' ability to demonstrate knowledge of the advertising process. Overall, 74% of the questions were answered correctly. Conceptual questions were answered correctly by 75% of the students; questions on applied matters were answered correctly by 73% of the students. Students tended to do less well in responding to multiple-choice questions than in completing specific applied tasks.

**INTERPRETATION:** Students did better in responding to open-ended, task-oriented questions (i.e., other than multiple choice). Student responses should be monitored in the next few semesters to determine this difference represents a trend.

**M 4: Rubric to assess graphic design**

A course-embedded rubric will be used to assess students' ability to apply the tools of graphic design.

Source of Evidence: Academic direct measure of learning - other

**Target:**

No target added.

**Finding (2011-2012) - Target: Not Reported This Cycle**

When evaluated on a course-embedded rubric used to assess students' ability to apply the tools of graphic design, 20% of students obtained a perfect score (40 points); 40% obtained 35-39 points; 20% obtained 28-34 points; and 20% failed to meet the benchmark for success (28 points). Results were obtained from a random sample of students in the APR260 course. The average scores for the Photoshop Skill Evaluations were 36.42/40. The average scores for Illustrator were 35.9/40 and the average scores for InDesign were 36.65/40.

**INTERPRETATION:** The numbers seem high but that is by design. This test reflects a generic competency with the software that students should accomplish during the course of the class. The regular test scores reflect the generic bell curve.

**SLO 3: Skills / Abilities (verbal)**

Public relations students will identify and apply principles of verbal communication in an public relations context.

**Connected Documents**

- Public Relations BA Curriculum Map 1
- Public Relations BA Curriculum Map 2

**Related Measures**

**M 5: Testing to assess verbal communication**

Course-embedded test questions will assess students' ability to identify principles of verbal communication in an public relations context.

Source of Evidence: Standardized test of subject matter knowledge

**Target:**

No target added.

**Finding (2011-2012) - Target: Not Reported This Cycle**

THIS IS A JOURNALISM CLASS (JN311). A SUMMARY OF THEIR RESULTS FOLLOWS ...... Five items were asked on the JN311 Spring 2012 final exam to test students' mastery of grammar and media writing style. Students performed well on most of the items, which measured subject-verb agreement, comma use, direct objects, contractions, and Associated Press style. On the five items, the percentage of students correctly identifying the multiple errors in the five items ranged from 47% to 87%, for an overall correct average on the five items of 71%. Students scored 75% or better on three of the five items, but two seemed problematic (at 66% and 47% correct). Item analyses indicated that while more than 80% of the
students in the top quartile on the test correctly answered these two "harder" writing questions, only 33% of the students scoring in the bottom quartile answered them correctly.

INTERPRETATION: The results indicate that students on the lower end of the class seem to be struggling with mastery of some grammar and media writing rules.

M 6: Rubric to assess verbal communication
A course-embedded rubric will be used to assess students' ability to apply principles of verbal communication in an public relations context.

Source of Evidence: Academic direct measure of learning - other

Target: No target added.

Finding (2011-2012) - Target: Not Reported This Cycle
Students' (N=18 in APR332) work was assessed in five areas (on a 0-4 scale): "Analysis/Synthesis," "Strategy," "Creative," "Technical," and "professional Standards." 94% of the students had acceptable work (at least 2 out of 4) in the "Strategy" area and 88% of the students had acceptable work in the "Creative" area. 88% of students had acceptable work in "Strategy" and "Creative." However only 62% of the students did acceptable work in the "technical" area.

INTERPRETATION: The "technical" area includes grammar, style and formatting, and may need additional attention.

SLO 4: Strategic thinking
Public relations students will illustrate strategic thinking in public relations campaign planning and execution.

Connected Documents
Public Relations BA Curriculum Map 1
Public Relations BA Curriculum Map 2

Related Measures

M 7: Testing to assess strategy
Course-embedded test questions will be used to assess students' ability to apply principles of strategy in a public relations context.

Source of Evidence: Standardized test of subject matter knowledge

Target: No target added.

Finding (2011-2012) - Target: Not Reported This Cycle
This outcome was assessed through test questions implemented in the third examination given in APR231 (the Introduction to PR course). On the average, 79% of the students gave correct answers to the questions. The range for individual questions was 73%-88%. Generally speaking, in this first course of the PR curriculum questions receiving more than 70% correct answers are considered successful.

INTERPRETATION: Findings indicate that students do well in responding to questions about this aspect of the public relations process.

M 8: Rubric to assess strategy
80% of students will be rated "7" or higher (out of 10) in a course-embedded rubric used to assess ability to create a strategic public relations plan.

Source of Evidence: Academic direct measure of learning - other

Target: 80% rated at 7+

Finding (2011-2012) - Target: Met
A ten-point rubric was used in one section of APR332 (the Public Relations Writing course) for the measurement of "situation analysis and strategies." The work of 15 students was assessed. 47% of the students obtained a perfect score (10 points); 13% obtained a score of 9 points; 7% obtained a score of 8 points; 20% obtained a score of 7 points and 13% obtained a score of 6 points.

INTERPRETATION: Although most students are knowledgeable on matters of strategic planning in public relations, a small minority need to improve their work.

SLO 5: Research principles
Students will illustrate research principles.

Connected Documents
Public Relations BA Curriculum Map 1
Public Relations BA Curriculum Map 2

Related Measures

M 9: Testing to assess research knowledge
70% of students will answer correctly course-embedded examination questions on "research."

Source of Evidence: Standardized test of subject matter knowledge

Target: 70% correct answers

Finding (2011-2012) - Target: Met
Students enrolled in the Introduction to Public Relations (APR231) class were used to measure this outcome. On the average, 77% of the students responded correctly to questions on research in a classroom test. The
range for individual questions was 73% - 79%.

INTERPRETATION: The target has been met, with a correct-answer rate that is better than last year’s. All questions were answered correctly by more than 70% of students.

M 10: Rubric to assess research knowledge
Improvement Outcome: 80% of students will score 7 or higher (out of 10) on a course-embedded rubric that addresses application of research in preparing a PR campaign.
Source of Evidence: Academic direct measure of learning - other
Target:
80%

Finding (2011-2012) - Target: Met
Sixteen students in the Public Relations Campaigns class (APR433, the PR major’s capstone course) were evaluated on their research performance on a 0-3 scale (3=perfect, 2=few problems, 1=several problems, 0=unacceptable). 100% of the students obtained a score of 2 or 3.

INTERPRETATION: Seniors in public relations are knowledgeable about the role of research in PR campaigns.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 6: Recognized quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 11: National recognition
National listing of program quality, rating in national survey, national program quality award, or nationally awarded student work.
Source of Evidence: Academic indirect indicator of learning - other

M 12: ACEJMC accreditation
100% compliance with criteria of accrediting agency (ACEJMC).
Source of Evidence: Academic indirect indicator of learning - other

OthOtcm 7: Enrollments and degree completions
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 13: Enrollments and student-faculty ratios
University statistics on student enrollments and student-faculty ratios.
Source of Evidence: Academic indirect indicator of learning - other

M 14: Program majors and degrees
University statistics on program majors and degree completions
Source of Evidence: Existing data

OthOtcm 8: Graduates highly valued
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 15: Graduating senior survey
Data obtained from the Graduating Senior Survey and other data when appropriate.
Source of Evidence: Student satisfaction survey at end of the program

M 16: Client satisfaction
At least 90% of local clients (for whom students prepare PR campaigns) will be “very satisfied” or “satisfied” with students’ work (based on faculty-provided rubric).
Source of Evidence: Academic indirect indicator of learning - other
Combining Two or More Degree Programs Into One Assessment Plan

Starting Point

Annual assessment of program outcomes and student learning outcomes is required of all UA undergraduate and graduate degree programs listed in the Alabama Commission on Higher Education (ACHE) Inventory. Assessment of program outcomes and student learning outcomes is also required of all UA degree programs offered online and/or at off-campus locations. Each of these ACHE-listed degree programs became an “entity” in UA’s new WEAVEonline Accreditation Management System during the 2011-12 academic year.

In August, 2012, the decision was made to permit UA academic departments the option to combine degree programs into one common annual assessment plan rather than require a separate annual assessment plan for every degree program. Under special circumstances and following specific procedures, it would be permissible, for example, to combine a BS and a BA degree program into one annual assessment plan. Or, it might be possible to combine the BS degree programs offered on campus, online and at off-campus sites into one assessment plan. Similarly, if different tracks or concentrations are offered within a degree program, it would be possible to create one common assessment plan to address all the degrees’ tracks. Or finally, it might be possible to add one additional student learning outcome to the core set of student learning outcomes in the combined assessment plan that would address the uniqueness of a particular degree program, track of delivery modality.

Criteria

The overarching criteria for combining degree programs into one annual assessment plan are:

a) the respective program outcomes and student learning outcomes are essentially the same with only minor exceptions, and

b) the assessment of the achievement of each outcome includes a representative sample of all constituents in the combined degree programs.

There are many different instances where overlapping program outcomes and student learning outcomes may exist (i.e., a BS and BA degree program, an MS and MA degree program, an online and an on-campus offering of the same degree program, multiple tracks or concentrations within a given degree program, etc.)

Who Decides

The decision to combine degree programs or degree offerings into one annual assessment plan should preferably originate from the program faculty. It will then be approved and advanced by the Department Chair where the degree program(s) reside and will ultimately be approved by the Dean of the respective college. An official memo of record is prepared and posted in the respective WEAVEonline Document Repository. (If a SACS off-site or on-site review committee inquires about the assessment of outcomes of a degree program that has been subsumed into a combined annual assessment plan, this document will serve as the evidence affirming the rationale for the combined assessment approach)
Implementation Process

The attached form is to be used to combine two or more degree programs or degree offerings into a single assessment plan (see attached Request to Combine Degree Programs Into One Common Assessment Plan):

a. The Department Chair or his/her designee should complete the form.

b. The Department Chair should secure the Dean’s approval on the form.

c. The Department Chair should send a signed copy of the completed form to Dr. Smallwood (Bob.Smallwood@ua.edu)

d. Dr. Smallwood will then post a copy of the signed form in the appropriate Document Repository in the 2012-13 WEAVE cycle. He will also amend the list of degree program WEAVE entities within the respective academic department.
Request to Combine Degree Programs Into One Single Annual Assessment Plan

1. Date: 9/23/2012
   Month Day Year

2. Academic Department: Advertising & Public Relations

3. College: Communication & Information Sciences

4. Name of Person Preparing This Form: Yorgo Pasadeos & Joseph Phelps

5. What are you combining into one annual assessment plan?

   _____a. two or more undergraduate degree programs
   B.A. in Advertising & B.A. in Public Relations

   _____b. two or more graduate degree programs
   Identify the names of the graduate degree programs here:

   _____c. a single degree program that is offered on-campus, and/or online, and/or at an off-campus site
   Identify the name of the degree program and how it is offered:
   Degree Program Name
   ___offered on campus
   ___offered online
   ___offered off-campus

   _____d. multiple tracks or concentrations within a single degree program
   Identify the name of the degree program and the names of the tracks or concentrations here:

   _____e. some other combinations into a single assessment plan (explain below)
   Explanation:

6. List the program outcomes and student learning outcomes for the first program/track/delivery method to be combined:
Name of Degree Program/Track/Delivery Method: B.A. in Advertising

Program Outcome 1 The program will improve and sustain a high level of recognized quality, including national accreditation, if available.

Program Outcome 2 The program will build and sustain an optimal level of annual program enrollments and degree completions.

Program Outcome 3 The program will be highly valued by its program graduates and other key constituencies it serves.

Student Learning Outcome 1 (Discipline Knowledge) Advertising students will demonstrate knowledge of the elements of the advertising process.

Student Learning Outcome 2 (Skills/Abilities) Advertising students will identify principles of visual communication and apply the tools of graphic design.

Student Learning Outcome 3 (Skills/Abilities) Advertising students will identify and apply principles of verbal communication in an advertising context.

Student Learning Outcome 4 Advertising students will illustrate strategic thinking in advertising campaign planning and execution.

Student Learning Outcome n

7. List the program outcomes and student learning outcomes for the second program/track/delivery method to be combined:

Name of Degree Program/Track/Delivery Method: B.A. in Public Relations

Program Outcome 1 The program will improve and sustain a high level of recognized quality, including national accreditation, if available.

Program Outcome 2 The program will build and sustain an optimal level of annual program enrollments and degree completions.

Program Outcome 3 The program will be highly valued by its program graduates and other key constituencies it serves.

Student Learning Outcome 1 (Discipline Knowledge) Public relations students will demonstrate knowledge of the elements of the public relations process.

Student Learning Outcome 2 (Skills/Abilities) Public relations students will identify principles of visual communication and apply the tools of graphic design.

Student Learning Outcome 3 (Skills/Abilities) Public relations students will identify and apply principles of verbal communication in a public relations context.
Student Learning Outcome 4: Public relations students will illustrate strategic thinking in public relations campaign planning and execution.

Student Learning Outcome n

8. List the program outcomes and student learning outcomes for the third track/delivery method to be combined:

<table>
<thead>
<tr>
<th>Name of Degree Track\Delivery Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcome 1</td>
</tr>
<tr>
<td>Program Outcome 2</td>
</tr>
<tr>
<td>Program Outcome 3</td>
</tr>
<tr>
<td>Student Learning Outcome 1</td>
</tr>
<tr>
<td>Student Learning Outcome 2</td>
</tr>
<tr>
<td>Student Learning Outcome 3</td>
</tr>
<tr>
<td>Student Learning Outcome 4</td>
</tr>
<tr>
<td>Student Learning Outcome n</td>
</tr>
</tbody>
</table>

9. List the program outcomes and student learning outcomes for the nth track to be combined:

<table>
<thead>
<tr>
<th>Name of Degree Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Outcome 1</td>
</tr>
<tr>
<td>Program Outcome 2</td>
</tr>
<tr>
<td>Program Outcome 3</td>
</tr>
<tr>
<td>Student Learning Outcome 1</td>
</tr>
<tr>
<td>Student Learning Outcome 2</td>
</tr>
<tr>
<td>Student Learning Outcome 3</td>
</tr>
</tbody>
</table>
Student Learning Outcome 4

Student Learning Outcome n

10. List the program outcomes and student learning outcomes for the Combined Annual Assessment Plan

Name of Combined Degree Program Assessment Plan:

Program Outcome 1  The program will improve and sustain a high level of recognized quality, including national accreditation, if available.

Program Outcome 2  The program will build and sustain an optimal level of annual program enrollments and degree completions.

Program Outcome 3  The program will be highly valued by its program graduates and other key constituencies it serves.

Student Learning Outcome 1 (Discipline Knowledge) APR students will demonstrate knowledge of the elements of the APR process.

Student Learning Outcome 2 (Skills/Abilities) APR students will identify principles of visual communication and apply the tools of graphic design.

Student Learning Outcome 3 (Skills/Abilities) APR students will identify and apply principles of verbal communication in an APR context.

Student Learning Outcome 4 APR students will illustrate strategic thinking in advertising and public relations campaign planning and execution.

Student Learning Outcome n (Note: Improvement outcomes will be added as necessary in each cycle. For 2012-13, cycle improvement outcomes of both programs will be added).

11. Indicate how you intend to ensure that the assessment of the achievement of each outcome in the combined assessment plan will include a representative sample of respondents from each of the entities that have been combined (i.e., a representative sample of on-campus vs. off-campus vs. online students; a representative sample of students from each track/concentration; etc.) or if you plan to administer the same assessment instruments to each student constituency in your combined assessment plan and compare and contrast performance (outcome achievement) across the constituent groups.
Outcomes for the Advertising major and Public Relations major are virtually identical, with only the terms “advertising” and “public relations” being substituted for each other in three of the four outcomes/ The two areas are very close to each other (Outcome #2 is the same for both) and, in fact, the M.A. program is run as a joint (APR) program.

Successfully combining the assessment of the two B.A. programs into one APR program assessment can be accomplished, with the following actions:

(a) Minimal change in wording (change “Advertising” and “Public relations” to “APR” in each outcome.
(b) Ensuring that every required departmental course in both majors is included in assessing at least one outcome.
(c) Ensuring that each outcome is assessed through two, three or four measures.
(d) Ensuring that the assessment of each outcome is done using both advertising and public relations courses.
   - For outcome 1: 2 advertising courses & 2 PR courses
   - For outcome 2: 2 APR courses
   - For outcome 3: 1 advertising course & 2 PR courses
   - For outcome 4: 2 advertising courses & 1 PR course
(e) Using the same sampling process used now for the separate program assessments.
(f) Using the same measures used now for the separate program assessments.
(g) Adding separate advertising improvements outcomes and public relations improvement outcomes where and when it becomes necessary to do so.

Department Chair Approval:

I support and recommend combining the degree programs, degree tracks/concentrations, and/or the delivery methods into a single outcomes assessment plan

Chair Name (printed): Joseph E. Phelps  
Chair Signature: [Signature]

Dean Approval:

I approve combining the degree programs, degree tracks/concentrations, and/or the delivery methods into a single outcomes assessment plan

Dean Name (printed): L. A. Singleton  
Dean Signature: [Signature]