Detailed Assessment Report
2013-2014 Advertising & Public Relations M.A.

As of 7/19/2014 08:17 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.

In AY2011-2012, a course-embedded rubric was used to evaluate a research proposal submitted at the end of the Fall semester in the Communication Research Methods class. The rubric contained sections on problem statement, literature review, research questions, sampling, data collection, and analysis. All students writing proposals were rated "16" out of 20 points or higher (80 percent). Students performed above the benchmark established in the assessment plan. Still, they had some problems with incomplete literature reviews, and incomplete methods of analysis. Based on the 2011-1012 finding that the literature and methods of analysis sections of the assignment needed improvement, the professor administering the assessment developed an outline for students to follow. The professor graded student proposals based on the outline. The results of the assessment showed that 100 percent of the students had an average score of 87 percent. Overall scores ranged from 80 – 92 percent.

Mission / Purpose

The mission of the Department of Advertising and Public Relations graduate program 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
(Discipline Knowledge) APR M.A. students will illustrate knowledge of persuasive communication theories.

Connected Document
Advertising & Public Relations MA Curriculum Map 1

Related Measures

M 1: Theory examination
A course-embedded examination will assess M.A. students' ability to illustrate persuasive communication theories through specific examples.

Source of Evidence: Presentation, either individual or group

Target:
No target established.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Two theories
Established in Cycle: 2011-2012
Based on the finding that students' understanding of Social Judgment Theory and the ELM were slightly less complete than the...

M 2: Theory comprehensive exam
Questions in the M.A. comprehensive examination ask students to illustrate persuasive communication theories within a particular persuasive communication problem. 70% of students "pass" without need for clarification and/or further work.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
70% pass

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Assess next year
Established in Cycle: 2011-2012
Based on the finding that APR M.A. students have mastered a basic understanding of complicated communication theories and ca...

M 3: Thesis assessment of theory
Thesis committee's evaluation of the literature review and discussion sections of the thesis will assess student's ability to illustrate persuasive communication theories.

Source of Evidence: Senior thesis or culminating major project

Target:
No target added
**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Assess next year**
*Established in Cycle: 2011-2012*
Based on the findings that thesis students had done a competent job of using the literature, as well as original thinking, l...

**SLO 2: Skills / Abilities**
*(Skills/Abilities)* APR M.A. students will demonstrate the ability to propose and conduct original research toward (a) solving specific practitioner problems, and/or (b) adding to the scholarly literature.

**Connected Document**
*Advertising & Public Relations MA Curriculum Map 1*

**Related Measures**

**M 4: Research proposal rubric**
90% of students will be rated "16" or higher (out of 20) by a course-embedded rubric used to evaluate a research proposal submitted at the end of the first semester.

Source of Evidence: Academic direct measure of learning - other

**Target:**
90% of students will be rated "16" or higher (out of 20).

**Finding (2013-2014) - Target: Met**
The professor administering the assessment developed an outline for students to follow. The professor graded student proposals based on the outline. The results of the assessment showed that 100 percent of the students had an average score of 87. Overall scores ranged from 88 - 92.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Literature reviews and methods of analysis**
*Established in Cycle: 2011-2012*
Based on the findings that students’ research proposals had a few problems with incomplete literature reviews and incomplete...

**M 5: Research proposal execution rubric**
90% of students will be rated "55" or higher (out of 70) by a course-embedded rubric used to evaluate the execution of the research proposal in the second semester.

Source of Evidence: Academic direct measure of learning - other

**Target:**
90% of students will be rated "55" or higher (out of 70).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Emphasize discussion sections**
*Established in Cycle: 2011-2012*
Based on the finding that, in the research execution stage of their work, students had some problems with incomplete discussion ...

**M 6: Research comprehensive exam**
Questions in the M.A. comprehensive examination ask students to apply research methods to a particular persuasive communication problem. 70% of students "pass" without need for clarification and/or further work.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
70% of students "pass".

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Assess again next year**
*Established in Cycle: 2011-2012*
Based on the finding that students did well in the research portion of their comprehensive examination, no immediate action is ...

**M 7: Thesis assessment of research**
Thesis committee's evaluation of the method section (research design, data collection, data analysis) of the thesis will assess student's ability to propose and conduct research.

Source of Evidence: Senior thesis or culminating major project

**Target:**
No target added.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Assess again next year**
*Established in Cycle: 2011-2012*
Based on the finding that thesis students had done a competent job of applying research methods to collect and analyze data, as ...

**SLO 3: Strategic thinking**
*(Optional)* APR M.A. students will illustrate strategic thinking as it applies to applied persuasive communication.
Connected Document

Advertising & Public Relations MA Curriculum Map 1

Related Measures

M 10: Strategy and tactics rubric
A rubric will be used in a course-specific project to assess students’ illustration of strategy and tactics.
Source of Evidence: Academic indirect indicator of learning - other

Target:
No target added.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Gauge students perceptions of APR
Established in Cycle: 2011-2012
Based on the finding’s interpretation that at the beginning of the program students may have some outdated perceptions about the...

M 11: APR Practice comprehensive exam
Questions in the M.A. comprehensive examination ask students to illustrate strategy and tactics by applying them to a particular persuasive communication problem. 70% of students "pass" without need for clarification and/or further work.
Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:
No target added.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Assess next year
Established in Cycle: 2011-2012
Based on the finding that most students’ could to articulate and demonstrate the application of ideas and can synthesize th...

SLO 7: Social Judgment and ELM
Student will demonstrate increased competence in illustrating Social Judgment Theory and the ELM, compared to last year.

Related Measures

M 18: Social Judgment & ELM in exam
A course-embedded examination will assess M.A. students’ ability to illustrate Social Judgment Theory and the ELM through specific examples
Source of Evidence: Standardized test of subject matter knowledge

M 19: Social Judgment & ELM in comps
Questions in the M.A. comprehensive examination ask students to illustrate Social Judgment Theory and the & ELM 70% of students "pass" without need for clarification and/or further work

Source of Evidence: Standardized test of subject matter knowledge

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

OthOtcm 4: Recognized quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 12: 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

Target:
No target added.

M 13: ACEJMC accreditation
100% compliance with criteria of accrediting agency (ACEJMC).
Source of Evidence: Academic indirect indicator of learning - other

Target:
100% compliance.

OthOtcm 5: Enrollments and degree completions
The program will build and sustain an optimal level of annual program enrollments and degree completion.

Related Measures

M 14: Enrollments and student-faculty ratios
Department and University statistics on student enrollments, program majors and student-faculty ratios (relative to facilities available)
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Graduate faculty-graduate student ratio not to exceed 2:1

**M 15: Program majors and degrees**
Department and University statistics on the number of program majors and degrees awarded.
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Program majors not to exceed 25.

**OthOtcm 6: Graduates highly valued**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 16: Graduate survey**
Survey of M.A. graduates will gauge satisfaction with program.
Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
No target added.

**M 17: Client satisfaction**
At least 90% of local clients (for whom students prepare APR campaigns) will find students' work “very useful” or "useful" (based on faculty-provided rubric).
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
90% of clients satisfied.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Assess again next year**
Based on the finding that thesis students had done a competent job of applying research methods to collect and analyze data, as well as report on and discuss findings, no immediate action is planned. We will assess again next year.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
**Measure:** Thesis assessment of research | **Outcome/Objective:** Skills / Abilities

**Implementation Description:** Assess again next year during proposal and thesis defenses.

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** APR graduate faculty

**Assess again next year**
Based on the finding that students did well in the research portion of their comprehensive examination, no immediate action is planned. We will assess again next year.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
**Measure:** Research comprehensive exam | **Outcome/Objective:** Skills / Abilities

**Implementation Description:** Assess again next year.

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** APR graduate faculty

**Assess next year**
Based on the finding that APR M.A. students have mastered a basic understanding of complicated communication theories and can apply the underlying ideas in given situations, no immediate action is planned. We will assess again next year.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
**Measure:** Theory comprehensive exam | **Outcome/Objective:** Discipline Knowledge

**Implementation Description:** Assess again next year.

**Projected Completion Date:** 07/2013
**Responsible Person/Group:** APR graduate faculty

**Assess next year**
Based on the findings that thesis students had done a competent job of using the literature, as well as original thinking, to explicate and exemplify theory, no specific action is planned. We will assess again next year.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
**Measure:** Thesis assessment of theory | **Outcome/Objective:** Discipline Knowledge

**Implementation Description:** Assess again next year
Projected Completion Date: 07/2013
Responsible Person/Group: APR graduate faculty

Assess next year
Based on the finding that most students’ could to articulate and demonstrate the application of ideas and can synthesize them into a multi-platform strategic initiative that engages and creates relationships between and among institutions and their publics, no immediate action is planned. We will assess again next year.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Outcome/Objective):
Measure: APR Practice comprehensive exam | Outcome/Objective: Strategic thinking

Implementation Description: Assess again next year during comprehensive exams.
Projected Completion Date: 07/2013
Responsible Person/Group: APR graduate faculty.

Discontinue outcome
Based on the finding that 80% of the completed projects submitted at the end of the term included probability samples, we will discontinue this improvement outcome. Findings of the other measure relevant to this outcome also support this particular action. We will continue to assess sampling competency, as it is a component of other measures.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Discontinue the outcome in the next assessment cycle
Projected Completion Date: 10/2012
Responsible Person/Group: Chair & assessment coordinator

Emphasize discussion sections
Based on the finding that, in the research execution stage of their work, students had some problems with incomplete discussion sections, next year we will emphasize the importance of "discussion" (both in written and oral form) when assigning and evaluating final reports of research projects.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Research proposal evaluation rubric | Outcome/Objective: Skills / Abilities

Implementation Description: Emphasize the importance of "discussion" sections in evaluating final reports in APR583.
Responsible Person/Group: APR583 teacher(s)

Gauge students perceptions of APR
Based on the finding’s interpretation that at the beginning of the program students may have some outdated perceptions about the nature of advertising and public relations, we will gauge their perceptions of the two areas more sharply early on as they enter the program this Fall, particularly in APR570.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Strategy and tactics rubric | Outcome/Objective: Strategic thinking

Implementation Description: Obtain new students’ perceptions of Advertising and Public Relations via APR570 early in the Fall semester.
Projected Completion Date: 10/2012
Responsible Person/Group: APR570 teacher.

Literature reviews and methods of analysis
Based on the findings that students’ research proposals had a few problems with incomplete literature reviews and incomplete methods of analysis, we will place slightly greater emphasis on those two elements next year when assigning and evaluating proposals.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Research proposal rubric | Outcome/Objective: Skills / Abilities
**Implementation Description:** Place slightly greater emphasis on literature reviews and methods of analysis when assigning and evaluating proposals

**Projected Completion Date:** 07/2013

**Responsible Person/Group:** APR550 teacher(s)

### Two theories

Based on the finding that students' understanding of Social Judgment Theory and the ELM were slightly less complete than their understanding of other areas of communication theory, we might add slightly greater weight to those two theories in APR551 (the Theory class).

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Theory examination
- **Outcome/Objective:** Discipline Knowledge

**Implementation Description:** Add slightly greater weight to Social Judgment Theory and the ELM in APR551.

**Projected Completion Date:** 12/2013

**Responsible Person/Group:** APR551 teacher(s)

### Program Outcome #6: Enrollments & degree completions

Student enrollment in the APR program continues to increase. In August 2013, student enrollment was 1,344, an 8.8 percent increase from August 2012. This increase outpaces the University's enrollment increase of 3.3 percent. Such an increase strains the departments optimal 50:1 student-faculty ratio. The current student-faculty ratio is 79:1.

**Established in Cycle:** 2012-2013

**Implementation Status:** Planned

**Priority:** High

**Implementation Description:** Seventeen faculty are employed in the APR department. The department plans to fill three vacant faculty positions in AY2013-2014, bringing the total number faculty to 20. The student-faculty ratio will be 67:1 provided student enrollment does not increase.

**Budget Amount Requested:** $390,000.00 (recurring)
Detailed Assessment Report  
2012-2013 Advertising & Public Relations M.A. 
As of 7/15/2014 08:20 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) APR M.A. students will illustrate knowledge of persuasive communication theories.

Connected Document  
Advertising & Public Relations MA Curriculum Map 1

Related Measures

M 1: Theory examination  
A course-embedded examination will assess M.A. students' ability to illustrate persuasive communication theories through specific examples.

Source of Evidence: Presentation, either individual or group

Summary:  
Target: No target established.

Finding (2012-2013) - Target: Met  
Overall, students improved their understanding of Social Judgment Theory. However, students' understanding of the Elaboration Likelihood Model (ELM) needs to improve.

INTERPRETATION: Students understand the theories discussed in the course but their understanding of ELM could improve. This is a first-semester course. Students' discipline knowledge increases as the program progresses and the theories studied in the class become more relevant to the students' work.

Related Action Plans (by Established cycle, then alpha):  
For full information, see the Details of Action Plans section of this report.

Two theories  
Established in Cycle: 2011-2012
Based on the finding that students' understanding of Social Judgment Theory and the ELM were slightly less complete than the...

M 2: Theory comprehensive exam  
Questions in the M.A. comprehensive examination ask students to illustrate persuasive communication theories within a particular persuasive communication problem. 70% of students "pass" without need for clarification and/or further work.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Summary:  
Target: 70% pass

Finding (2012-2013) - Target: Met  
During the 2012-2013 cycle, 15 M.A. students took the theory comprehensive exam. All students passed the exam after having the opportunity to rewrite to address deficiencies.

INTERPRETATION: All M.A. students mastered an understanding of communications theories. However, the APR graduate faculty is concerned about the number of students that were unable to answer questions successfully or completely within the allotted period of time. The APR faculty will discuss the development and implementation of an action plan in order to improve student success.

Related Action Plans (by Established cycle, then alpha):  
For full information, see the Details of Action Plans section of this report.

Assess next year  
Established in Cycle: 2011-2012
Based on the finding that APR M.A. students have mastered a basic understanding of complicated communication theories and ca...

M 3: Thesis assessment of theory  
Thesis committee's evaluation of the literature review and discussion sections of the thesis will assess student's ability to illustrate persuasive communication theories.

Source of Evidence: Senior thesis or culminating major project

Summary:  
Target: No target added

Finding (2012-2013) - Target: Met  
One student defended a thesis during the past academic year. The thesis committee assessed the student's
ability to illustrate and apply visual communication theories. The student demonstrated the ability to use literature, as well as original thinking, to explicate and exemplify theory.

INTERPRETATION: By the time APR students are at the comprehensive exam and thesis stages, their familiarity with and application of theory improves over what it was at the end of the Theory class in the first semester.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Assess next year**
*Established in Cycle: 2011-2012*
Based on the findings that thesis students had done a competent job of using the literature, as well as original thinking, t...

### SLO 2: Skills / Abilities
(Skills/Abilities) APR M.A. students will demonstrate the ability to propose and conduct original research toward (a) solving specific practitioner problems, and/or (b) adding to the scholarly literature.

**Connected Document:**
Advertising & Public Relations MA Curriculum Map 1

**Related Measures**

**M 4: Research proposal rubric**
90% of students will be rated "16" or higher (out of 20) by a course-embedded rubric used to evaluate a research proposal submitted at the end of the first semester.

Source of Evidence: Academic direct measure of learning - other

**Target:**
90% of students will be rated "16" or higher (out of 20).

**Finding (2012-2013) - Target: Not Reported This Cycle**
Based on the 2011-1012 finding that the literature and methods of analysis sections of the assignment needed improve, the rubric will be used to evaluate student work in the fall 2013 semester.

**INTERPRETATION:** An assessment of the usefulness of the rubric and how students completed the discussion section of the assignment will be reported during the 2013-2014 assessment cycle.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Literature reviews and methods of analysis**
*Established in Cycle: 2011-2012*
Based on the findings that students’ research proposals had a few problems with incomplete literature reviews and incomplete...

**M 5: Research proposal execution rubric**
90% of students will be rated "55" or higher (out of 70) by a course-embedded rubric used to evaluate the execution of the research proposal in the second semester.

Source of Evidence: Academic direct measure of learning - other

**Target:**
90% of students will be rated "55" or higher (out of 70).

**Finding (2012-2013) - Target: Not Reported This Cycle**
Based on the 2011-1012 finding that the discussion sections of the assignment needed increased emphasis, the rubric will be used to evaluate student work in the fall 2013 semester.

**INTERPRETATION:** An assessment of the usefulness of the rubric and how students completed the discussion section of the assignment will be reported during the 2013-2014 assessment cycle.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Emphasize discussion sections**
*Established in Cycle: 2011-2012*
Based on the finding that, in the research execution stage of their work, students had some problems with incomplete discussion ...

**M 6: Research comprehensive exam**
Questions in the M.A. comprehensive examination ask students to apply research methods to a particular persuasive communication problem. 70% of students “pass” without need for clarification and/or further work.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
70% of students “pass”.

**Finding (2012-2013) - Target: Met**
All of the students taking the comprehensive examination passed without need for further work.

**INTERPRETATION:** Historically, students have done well in the research portion of their comprehensive examination, and this year was no exception.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Assess again next year**
Established in Cycle: 2011-2012
Based on the finding that students did well in the research portion of their comprehensive examination, no immediate action is...

**M 7: Thesis assessment of research**
Thesis committee's evaluation of the method section (research design, data collection, data analysis) of the thesis will assess student's ability to propose and conduct research.

Source of Evidence: Senior thesis or culminating major project

**Target:**
No target added.

**Finding (2012-2013) - Target: Met**
One student defended a thesis during the past academic year. The thesis committee assessed the student's ability to undertake and complete research. The committee found that the student did a competent job of applying research methods to collect and analyze data, as well as report on and discuss findings.

**Interpretation:** By the time a student is at the comprehensive exam and thesis stage, the student is familiar with and can apply research methods to successfully propose, carry out and report research.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Assess again next year**
Established in Cycle: 2011-2012
Based on the finding that thesis students had done a competent job of applying research methods to collect and analyze data, as...

**SLO 4: Strategic thinking**
(Optional) APR M.A. students will illustrate strategic thinking as it applies to applied persuasive communication.

**Connected Document**
Advertising & Public Relations MA Curriculum Map 1

**Related Measures**

**M 10: Strategy and tactics rubric**
A rubric will be used in a course-specific project to assess students' illustration of strategy and tactics.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target added.

**Finding (2012-2013) - Target: Not Met**
Part of the evaluation of M.A. students in the 2011-2012 cycle indicated that students might have some outdated perceptions of advertising and public relations upon entering the program. This is not unusual because some students did not have an undergraduate degree that specialized in mass communication. The 2012-2013 action plan included the development of a survey to gauge the perceptions of the two areas as students enter the program in the fall. Due to revisions in faculty assignments, the proposed survey was not administered.

**Interpretation:** Because the survey was not administered to students in the fall 2012 semester, there is no data to interpret. The graduate faculty will discuss the development and implementation of a survey for the fall 2014 semester.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Gauge students perceptions of APR**
Established in Cycle: 2011-2012
Based on the finding's interpretation that at the beginning of the program students may have some outdated perceptions about the...

**M 11: APR Practice comprehensive exam**
Questions in the M.A. comprehensive examination ask students to illustrate strategy and tactics by applying them to a particular persuasive communication problem. 70% of students "pass" without need for clarification and/or further work.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Target:**
No target added.

**Finding (2012-2013) - Target: Met**
All students who took The Practice portion of the examination passed.

**Interpretation:** By the time of the comprehensive exam (in June), students have mastered the content of the program to the extent that they wrote excellent answers indicating their ability to conceptualize, synthesize, and apply the material in real-world situations.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Assess next year**
Established in Cycle: 2011-2012
Based on the finding that most students' could to articulate and demonstrate the application of ideas and can synthesize th...

**SLO 6: Social Judgment and ELM**
Student will demonstrate increased competence in illustrating Social Judgment Theory and the ELM, compared to last
year.

**Related Measures**

**M 18: Social Judgment & ELM in exam**
A course-embedded examination will assess M.A. students' ability to illustrate Social Judgment Theory and the ELM through specific examples

Source of Evidence: Standardized test of subject matter knowledge

**M 19: Social Judgment & ELM in comps**
Questions in the M.A. comprehensive examination ask students to illustrate Social Judgment Theory and the & ELM. 70% of students *pass* without need for clarification and/or further work

Source of Evidence: Standardized test of subject matter knowledge

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

**OthOtmn 5: Recognized quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 12: National recognition**
National listing of program quality, rating in national survey, national program quality award, faculty research and honors, or nationally awarded student work

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No target added.

**Finding (2012-2013) - Target: Met**
A review of AY 2012-2013 Faculty Activity Reports shows that A+PR 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, Eyun-Jung KI and Hyoungkoo Kang, authored the most-read article in Journalism and Mass Communication Quarterly, the leading mass communication research journal. Other faculty honors include PRSA's Jackson, Jackson and Wagner Behavioral Science Prize (Berger); Korean Academic Society for Public Relations (K); PRDA Award for Outstanding Contribution to Public Relations Education (Brown); Southern Public Relations Association's Educator of the Year (Horsley); PRCA-West Alabama's PR Educator of the Year and the College's Knox-Hagood Award for Outstanding Faculty (Sims); the College's Board of Visitor's Teaching Award (Henley) and Kappa Tau Alpha (Little).

**INTERPRETATION:** The A+PR faculty continue to earn national recognition for their research, service and dedication to teaching Advertising and Public Relations.

**M 13: ACEJMC accreditation**
100% compliance with criteria of accrediting agency (ACEJMC).

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
100% compliance.

**Finding (2012-2013) - Target: Not Reported This Cycle**
The Advertising and Public Relations masters degree program was reaccredited as by the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC) in 2009. ACEJMC evaluated evidence pertaining to curriculum and instruction, faculty performance and professional and public service. In its Report on On-Site Evaluation, ACEJMC found the program to be compliant on the above mentioned three standards. We were set to undergo reaccreditation review by the agency in 2014-2015, meaning we would write our self study in 2013-2014. However, because we have a new assistant dean and an interim dean, ACEJMC extended our program review cycle by one-year. We will prepare our self study in AY 2014-2015 and undergo review in AY 2015-2016.

**OthOtmn 6: Enrollments and degree completions**
The program will build and sustain an optimal level of annual program enrollments and degree completion.

**Related Measures**

**M 14: Enrollments and student-faculty ratios**
Department and University statistics on student enrollments, program majors and student-faculty ratios (relative to facilities available)

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Graduate faculty-graduate student ratio not to exceed 2:1

**Finding (2012-2013) - Target: Met**
During the 2012-2013 academic year we had 16 graduate (M.A.) students in the A+PR department. During the same period, the number of tenured and tenure-earning faculty with graduate-faculty status was 11.

**INTERPRETATION:** The graduate faculty-to-M.A. student ratio remains below 2:1.

**M 15: Program majors and degrees**
Department and University statistics on the number of program majors and degrees awarded.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
Program majors not to exceed 25.
**Finding (2012-2013) - Target: Met**
The number of program majors was 16 during the last academic year. The number of during the same year was 25. INTERPRETATION: The target ceiling of 25 students has not been exceeded. This limit is necessary because several of the graduate courses are taught in labs where, because of equipment requirements, the facilities can accommodate only a set number of students.

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

**Related Measures**

**M 16: Graduate survey**
Survey of M.A. graduates will gauge satisfaction with program.
Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
No target added.

**Finding (2012-2013) - Target: Not Reported This Cycle**
A survey will be developed and will be administered to the one-year graduate students in August 2014. This survey will be used to measure their perceptions about the cohesiveness of the graduate curriculum.
INTERPRETATION: There is no data to report at this time.

**M 17: Client satisfaction**
At least 90% of local clients (for whom students prepare APR campaigns) will find students' work "very useful" or "useful" (based on faculty-provided rubric).
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
90% of clients satisfied.

**Finding (2012-2013) - Target: Met**
A single graduate campaign is completed each summer. The client of last summer's campaign was completely satisfied by the students' work, giving rating all of them at least 7 on a 0-10 scale. INTERPRETATION: Client satisfaction was achieved.

## Details of Action Plans for This Cycle (by Established cycle, then alpha)

### Assess again next year
Based on the finding that thesis students had done a competent job of applying research methods to collect and analyze data, as well as report on and discuss findings, no immediate action is planned. We will assess again next year.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Thesis assessment of research |
  **Outcome/Objective:** Skills / Abilities
- **Implementation Description:** Assess again next year during proposal and thesis defenses.
- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** APR graduate faculty

### Assess again next year
Based on the finding that students did well in the research portion of their comprehensive examination, no immediate action is planned. We will assess again next year.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Research comprehensive exam |
  **Outcome/Objective:** Skills / Abilities
- **Implementation Description:** Assess again next year.
- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** APR graduate faculty

### Assess next year
Based on the finding that APR M.A. students have mastered a basic understanding of complicated communication theories and can apply the underlying ideas in given situations, no immediate action is planned. We will assess again next year.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** Low

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Theory comprehensive exam |
  **Outcome/Objective:** Discipline Knowledge
- **Implementation Description:** Assess again next year.
- **Projected Completion Date:** 07/2013
- **Responsible Person/Group:** APR graduate faculty

### Assess next year
Based on the findings that thesis students had done a competent job of using the literature, as well as original thinking, to explicate and exemplify theory, no specific action is planned. We will assess again next year.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
Priority: Low

Relationships (Measure | Objective):
- Measure: Thesis assessment of theory | Objective: Discipline Knowledge

Implementation Description: Assess again next year
Projected Completion Date: 07/2013
Responsible Person/Group: APR graduate faculty

Assess next year
Based on the finding that most students' could to articulate and demonstrate the application of ideas and can synthesize them into a multi-platform strategic initiative that engages and creates relationships between and among institutions and their publics, no immediate action is planned. We will assess again next year.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Low

Relationships (Measure | Objective):
- Measure: APR Practice comprehensive exam | Objective: Strategic thinking

Implementation Description: Assess again next year during comprehensive exams.
Projected Completion Date: 07/2013
Responsible Person/Group: APR graduate faculty.

Discontinue outcome
Based on the finding that 80% of the completed projects submitted at the end of the term included probability samples, we will discontinue this improvement outcome. Findings of the other measure relevant to this outcome also support this particular action. We will continue to assess sampling competency, as it is a component of other measures.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Discontinue this outcome in the next assessment cycle
Projected Completion Date: 10/2012
Responsible Person/Group: Chair & assessment coordinator

Discontinue outcome
Based on the finding that 100% of the project proposals submitted at the end of the term included probability samples, and the interpretation that students appear to have a keen understanding of probability sampling, we will discontinue this improvement outcome. Findings of the other measure relevant to this outcome also support this particular action. We will continue to assess sampling competency, as it is a component of other measures.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Discontinue this improvement outcome in the next assessment cycle. Continue to assess through components of other measures.
Projected Completion Date: 10/2012
Responsible Person/Group: Chair & assessment coordinator

Emphasize discussion sections
Based on the finding that, in the research execution stage of their work, students had some problems with incomplete discussion sections, next year we will emphasize the importance of "discussion" (both in written and oral form) when assigning and evaluating final reports of research projects.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Objective):
- Measure: Research proposal execution rubric | Objective: Skills / Abilities

Implementation Description: Emphasize the importance of "discussion" sections in evaluating final reports in APR853.
Responsible Person/Group: APR583 teacher(s)

Gauge students perceptions of APR
Based on the finding's interpretation that at the beginning of the program students may have some outdated perceptions about the nature of advertising and public relations, we will gauge their perceptions of the two areas more sharply on as they enter the program this Fall, particularly in APR570.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: Medium

Relationships (Measure | Objective):
- Measure: Strategy and tactics rubric | Objective: Strategic thinking

Implementation Description: Obtain new students' perceptions of Advertising and Public Relations via APR570 early in the Fall semester.
Projected Completion Date: 10/2012
Responsible Person/Group: APR570 teacher.

Literature reviews and methods of analysis
Based on the findings that students' research proposals had a few problems with incomplete literature reviews and incomplete methods of analysis, we will place slightly greater emphasis on those two elements next year when assigning and evaluating proposals.

Established in Cycle: 2011-2012
Implementation Status: Planned  
Priority: Medium

Relationships (Measure | Outcome/Objective):  
Measure: Research proposal rubric | Outcome/Objective: Skills / Abilities

Implementation Description: Place slightly greater emphasis on literature reviews and methods of analysis when assigning and evaluating proposals
Projected Completion Date: 07/2013  
Responsible Person/Group: APR550 teacher(s)

Two theories

Based on the finding that students’ understanding of Social Judgment Theory and the ELM were slightly less complete than their understanding of other areas of communication theory, we might add slightly greater weight to those two theories in APR551 (the Theory class).

Established in Cycle: 2011-2012
Implementation Status: Planned  
Priority: Low

Relationships (Measure | Outcome/Objective):  
Measure: Theory examination | Outcome/Objective: Discipline Knowledge

Implementation Description: Add slightly greater weight to Social Judgment Theory and the ELM in APR551.
Projected Completion Date: 12/2013  
Responsible Person/Group: APR551 teacher(s)

Program Outcome #6: Enrollments & degree completions

Student enrollment in the APR program continues to increase. In August 2013, student enrollment was 1,344, an 8.8 percent increase from August 2012. This increase outpaces the University’s enrollment increase of 3.3 percent. Such an increase strains the departments optimal 50:1 student-faculty ratio. The current student-faculty ratio is 79:1.

Established in Cycle: 2012-2013
Implementation Status: Planned  
Priority: High

Implementation Description: Seventeen faculty are employed in the APR department. The department plans to fill three vacant faculty positions in AY2013-2014, bringing the total number faculty to 20. The student-faculty ratio will be 67:1 provided student enrollment does not increase.
## Curriculum Maps #1 (In which courses or in what activities or assignments are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th></th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>APR M.A. students will demonstrate the ability to propose and conduct original research.</td>
<td>Sampling in research proposals and reports will improve, with particular attention to probability sampling</td>
<td>APR M.A. students will illustrate strategic thinking as it applies to applied persuasive communication.</td>
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<tr>
<td>APR550</td>
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<td>APR551</td>
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<td>APR570</td>
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<td>APR583</td>
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<tr>
<td>Comprehensive examination</td>
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<tr>
<td>Thesis</td>
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</tbody>
</table>
## Curriculum Map II  (What assessment measures will be employed in which courses/activities/assignments for each Student learning Outcome)

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
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<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
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<thead>
<tr>
<th>Course</th>
<th>Embedded Rubric</th>
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<th>Embedded Rubric</th>
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<tr>
<td>APR550</td>
<td>Course-embedded rubric</td>
<td>Course-embedded rubric</td>
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<td>APR551</td>
<td>Course-embedded examination</td>
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<tr>
<td>APR570</td>
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<td>APR583</td>
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<td>Comprehensive examination</td>
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<td>Committee evaluation</td>
<td>Committee evaluation</td>
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