College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.

- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
    - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
    - Graduate programs must include one curricular map showing how courses map onto PLOs.
    - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Public Relations

Type of Program *

Minor ▾

College of Arts and Sciences Division *

Social Sciences ▾

Name/Title/E-mail Address of Submitter *

Eve-Anne Doohan, Chair, Communication Studies, edoohan@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

Fay Chen, zifei.chen@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

◯ Yes

◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

The Department of Communication Studies is a community of scholars whose mission is to empower students to achieve their personal and professional goals through becoming clear, effective, and ethical communicators. Communication Studies graduates will be educated in understanding, critiquing, and producing arguments and texts with the goal of fostering a sense of civic responsibility and a shared commitment to social justice.
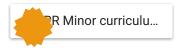
Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

1.   Demonstrate competency in the standard principles and practices of public relations professionals.
2.   Apply academic and industry theories and tools to frame, analyze, and creatively solve public relations crises and problems.
3.   Evaluate the legal and ethical implications of public relations and engage in practices that are professional, civically engaged, and in the mutual interest of the organization and community.

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *

PR Minor curriculu…

Please upload your PLOs to ILOs Curriculum map here *

PR Minor PLOs X I…

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

We have a new faculty member, Fay Chen, who started this past August who will be directing the PR minor (it has, up to this point, not had a director other than the Chair of COMS). As such, we have been working on the revising the PR program PLOs and developing the curriculum maps. Fay and I will be working on developing an assessment plan for the PR minor this year.

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- ☐ Published (Standardized) Test (e.g., Major Field Test)
- ☑ Class Tests & Quizzes with Embedded Questions
- ☑ Class Presentations
- ☐ Off-Campus Presentations (NGOs, clients, agencies, etc.)
- ☐ Research Projects Reports
- ☑ Case Studies
- ☑ Term Papers
- ☑ Portfolio
- ☐ Artistic Performances, Recitals & Products
- ☐ Capstone Projects
- ☐ Poster Presentations
- ☐ Comprehensive Exams
- ☐ Thesis, Dissertation
- ☐ Pass Rates on Certification or Licensure Exams
- ☐ Group Projects
- ☐ In-/Out-of Class Presentations
- ☐ Competency Interviews (e.g., oral exams)
- ☐ Simulations
- ☐ Juried Presentations

☐ Other: ....

Brief description of student work products used to assess PLOs: *

These are the products that I think we could use in the future to assess the PR minor.

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

We will work to develop a rubric to rate the student work products.

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

Who evaluated the student work product? Check all that apply. *

☑ FT faculty members who were not instructor(s) of the course(s)

☑ FT faculty members who were instructor(s) of the course(s)

☐ PT faculty members who were not instructor(s) of the course(s)

☐ PT faculty members who were instructor(s) of the course(s)

☐ Other: ....

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

We will likely follow the same procedure as the COMS major and minor: develop a rubric, train and practice, assess interrater reliability, score the work products.

What indirect methods did you employ, if any?

☐ Student Survey

☐ Student Interview

☐ Focus Groups

☐ Reflection Sessions

☐ Reflection Essays

☐ Faculty Survey

☐ Exit (end of program) Survey

☐ Exit (end of program) Interview

☐ Alumni Survey

☐ Employer Survey

☐ Diaries or Journals

☐ Data from Institutional Surveys

☐ Curriculum/Syllabus Analysis

☐ Other: ....

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

We do not have any results since we just hired a director. As I mentioned, we will be developing an assessment plan this year.

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

Fay Chen has already begun evaluating our PR minor program and the course offerings, based on recommendations from the Pubic Relations Society of America. The courses we offer seem to be good, and there are also opportunities for new courses. This year we will be working on proposing new courses for the minor and re-evaluating the PR minor PLOs.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

        --9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement? *

- ☑ Revision of PLOs
- ☐ Changes in pedagogical practices
- ☑ Revision of program course sequence
- ☑ Revision of course(s) content
- ☑ Curriculum Changes (e.g. addition and/or deletion of courses)
- ☐ Modified program policies or procedures
- ☑ Designed measurement tools more aptly suited for the task
- ☐ Improved within and across school/college collaboration
- ☐ Improved within and across school/college communication
- ☑ Revised student learning outcomes in one or more courses
- ☐ Modified rubric
- ☑ Developed new rubric
- ☐ Developed more stringent measures (key assessments)
- ☐ Modified course offering schedules
- ☐ Changes to faculty and/or staff
- ☐ Changes in program modality of delivery
- ☐ Other: _____

Description of the Proposed Changes (as checked above): *

We are already undergoing curricular changes thanks to Fay Chen's expertise. We expect these changes to continue this year and lead to an improvement in our PR program and course offerings.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *

As I mentioned, we are in the initial stages because of our new director, so we do not have any changes at this point.

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Google Forms