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| **Assurance of Student Learning**  **2020-2021** | |
| *Potter* | *Communication* |
| *Public Relations 763* | |
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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:**   *Students should be able ethically to articulate the expanding and important role of public relations in modern society.* | | | |
| **Instrument 1** | Direct: Analysis of Capstone Project | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:**   *Students should be able ethically to demonstrate knowledge and develop skills required for Campaign Development and presentation in the public relations field.* | | | |
| **Instrument 1** | Direct: Analysis of Capstone Project | | |
| **Instrument 2** | Indirect: Student Learning:Practicum Appraisal from Community Partner | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:**   *Students should be able ethically to exhibit high standards of professional conduct.* | | | |
| **Instrument 1** | Direct: Analysis of Capstone Project | | |
| **Instrument 2** | Indirect: Student LearningPracticum Appraisal from Community Partner | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| This assessment indicates that all SLOs were maintained in each category. As in 2019, further adjustments of course offerings have helped strengthen program outcomes and are better preparing students for a career in public relations.  In 2019, the Public Relations program student learning outcomes were updated by PR faculty and endorsed by the Undergraduate Curriculum Committee and the full department to provide more specific guidance for student learning. Thus, no change in student learning outcomes is expected for the 2021 academic year.  Additionally in 2019, the rubric used to analyze the key artifact, a capstone project, for assessment was updated (Appendix 1). No further change anticipated for the 2021 academic year.  Due to the unexpected and tragic passing of a key Public Relations professor in April, 2021, the remaining public relations faculty member was unable to analyze internship supervisors’ evaluations (INDIRECT MEASURE). The survey files containing this valuable feedback information were unable to be retrieved and assessed. This employer feedback will continue to be vital to our program success going forward and with serve as the baseline marker for further adjustments to the curriculum in 2021/22  To follow-up:   * In Fall 2021, the Public Relations faculty will meet to consider adding further assessment measures to program assessment. * Faculty members leading PR 489: Internship will meet with interns halfway through each upcoming semester to review expectations of learning in the internship and focus attention on the value of the employer’s evaluation. * **The PR Capstone class will be assessed again in Spring 2022.** | | | |

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| **Student Learning Outcome 1** | | | | | | |
| **Student Learning Outcome** | *Students should be able ethically to articulate the expanding and important role of public relations in modern society.* | | | | | |
| **Measurement Instrument 1** | DIRECT: Analysis of Capstone Project  DIRECT measures of student learning: Students in the capstone course (456 PR Management) were assigned a public relations project to research, plan, implement and evaluate. As an outcome of this project, students compile a booklet of their pre- and post-campaign research as well as document the implementation steps conducted. In this project, students better understand the role of how to measure changes in awareness, attitudes or behavior by target audiences before and after a public relations campaign is conducted.  **For SLO 1, the collective mean for showing evidence of Explanation of Public Relations Concepts and Structure/ Organization was M=3.8** | | | | | |
| **Criteria for Student Success** | Student teams should meet or exceed 3 (Satisfactory) on each of the five measures described in Methods. Student teams earned 3 or above in 23 out of 30 (five measures x six teams) of each measurement. The overall mean for the six teams was 3.8 | | | | | |
| **Program Success Target for this Measurement** | | 70% of students | **Percent of Program Achieving Target** | 76% of students earned 3.0 or above in 23 of the 30 of each individual measurement; | | |
| **Methods** | DIRECT: Final booklet artifacts from the capstone course project were collected from all students in the course. The artifacts were developed by student teams (*N* = 6). Full-time faculty evaluated the project booklets content as well as PR implementation practices. The rubric used for scoring was developed by the public relations faculty and included the following criteria: Structure/Organization and Explanation of Concepts; Application of PR Skills -- Writing, Tactics, Research, Strategy, Problem Solving; Creativity/Diversity of Approach; Professionalism and Ethical Considerations/Formatting/Accuracy; and, Completeness. Responses to questions were recorded using Likert-type response scales ranging from 1 as Unsatisfactory Achievement to 5 as Excellent Achievement.  INDIRECT: Faculty members continue to engage in informal and ongoing conversations related to the curriculum and in the Undergraduate Curriculum Committee, current reading on higher education trends and issues, communicate with alumni, and regularly attend conferences in the discipline. | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Lea**  **rning Outcome 1.** | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | |
| Senior capstone courses and overall program outcomes were examined in relation to each of the learning outcomes based on artifacts submitted at the close of the spring semester 2021. A new rubric was developed (2019) for project review based on the needs of the public relations industry to ensure that graduating students are capable of finding public relations or related employment. The criteria for review included students’ demonstration of the application of public relations skills. Faculty will re-examine the class content in Fall 2021 before the Spring 2022 class is conducted. | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | |
| AY 2019-20 was our first year to implement revised SLOs updated in September 2019. The revised SLOs map the industry’s standards and credential guidelines by putting a stronger emphasis on applied ethical practice. During the Fall 2021 semester**,** the Public Relations and Advertising faculty will meet to review the assessment outcomes and review necessary changes needs. The capstone projects developed in Spring 2021 will serve as a continued artifact of the program’s assessment. | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | |
| * In Fall 2021, the Public Relations and Advertising faculty will meet to consider adding further assessment measures to program assessment. * Faculty members leading PR 489: Internship will meet with interns halfway through each upcoming semester to review expectations of learning in the internship and focus attention on the value of the employer’s evaluation. * **The PR Capstone class will be assessed again in Spring 2022.** | | | | | | |

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| **Student Learning Outcome 2** | | | | | | |
| **Student Learning Outcome** | *Students should be able ethically to demonstrate knowledge and develop skills required for Campaign Development and presentation in the public relations field.* | | | | | |
| **Measurement Instrument 1** | DIRECT: Analysis of Capstone Project  DIRECT measures of student learning: Students in the capstone course (456 PR Management) were assigned a public relations project to research, plan, implement and evaluate. As an outcome of this project, students compile a booklet of their pre- and post-campaign research as well as document the implementation steps conducted. In this project, students better understand the role of how to measure changes in awareness, attitudes or behavior by target audiences before and after a public relations campaign is conducted.  **For SLO 2, the collective mean for showing evidence of the application of Public Relations skills, including writing, tactics, research, strategy and problem solving was M = 4.33.** | | | | | |
| **Criteria for Student Success** | Student teams should meet or exceed 3 (Satisfactory) on each of the five measures described in Methods. Student teams earned 4 or above in 21 out of 30 of each (five measures x six teams) measurement. The overall mean for the six teams was 4.0. | | | | | |
| **Program Success Target for this Measurement** | | 70% | **Percent of Program Achieving Target** | 70% of students earned 4.0 or above in 21 of the 30 of each individual measurement | | |
| **Methods** | DIRECT: Final booklet artifacts from the capstone course project were collected from all students in the course (*N* = 27). The artifacts were developed by student teams (N = 6). Full-time faculty evaluated the project booklets content as well as PR implementation practices. The rubric used for scoring was developed by the public relations faculty and included the following criteria: Structure/Organization and Explanation of Concepts; Application of PR Skills -- Writing, Tactics, Research, Strategy, Problem Solving; Creativity/Diversity of Approach; Professionalism and Ethical Considerations/Formatting/Accuracy; and, Completeness. Responses to questions were recorded using Likert-type response scales ranging from 1 as Unsatisfactory Achievement to 5 as Excellent Achievement.  INDIRECT: Faculty members engage in informal and ongoing conversations related to the curriculum and in the Undergraduate Curriculum Committee, current reading on higher education trends and issues, communicate with alumni, and regularly attend conferences in the discipline. | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Lea**  **rning Outcome 2.** | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | |
| Senior capstone courses and overall program outcomes were examined in relation to each of the learning outcomes based on artifacts submitted at the close of the spring semester 2021. A new rubric was developed (2019) for project review based on the needs of the public relations industry to ensure that graduating students are capable of finding public relations or related employment. The criteria for review included students’ demonstration of the application of public relations skills. Faculty will re-examine the class content in Fall 2021 before the Spring 2022 class is conducted. | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | |
| AY 2019-20 was our first year to implement revised SLOs updated in September 2019. The revised SLOs map the industry’s standards and credential guidelines by putting a stronger emphasis on applied ethical practice. During the Fall 2021 semester**,** the Public Relations and Advertising faculty will meet to review the assessment outcomes and review necessary changes needs. The capstone projects developed in Spring 2021 will serve as a continued artifact of the program’s assessment. | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | |
| When will this outcome be assessed again? It is perfectly fine to not assess every outcome every year; however, it is important to note *when* it will be assessed again.  Please include the year this outcome will be assessed again, when and what data/artifacts will be collected, what courses will be sampled, and who will be responsible for collecting and providing data and information.   * In Fall 2021, the Public Relations and Advertising faculty will meet to consider adding further assessment measures to program assessment. * Faculty members leading PR 489: Internship will meet with interns halfway through each upcoming semester to review expectations of learning in the internship and focus attention on the value of the employer’s evaluation. * **The PR Capstone class will be assessed again in Spring 2022.** | | | | | | |

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| **Student Learning Outcome 3** | | | | | | | | |
| **Student Learning Outcome** | *Students should be able ethically to exhibit high standards of professional conduct.* | | | | | | | |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning. Indirect measures are not required.**  DIRECT: Analysis of Capstone Project  DIRECT measures of student learning: Students in the capstone course (456 PR Management) were assigned a public relations project to research, plan, implement and evaluate. As an outcome of this project, students compile a booklet of their pre- and post-campaign research as well as document the implementation steps conducted. In this project, students better understand the role of how to measure changes in awareness, attitudes or behavior by target audiences before and after a public relations campaign is conducted.  **For SLO 3, the collective mean for showing evidence of the application of Professionalism and Ethical Considerations/ Format/Accuracy was M = 4.** | | | | | | | |
| **Criteria for Student Success** | Student teams should meet or exceed 3 (Satisfactory) on each of the five measures described in Methods. Student teams earned 4 or above in 21 out of 30 (five measures x six teams) of each measurement. The overall mean for the six teams was 4.0. | | | | | | | |
| **Program Success Target for this Measurement** | | | 70% | | **Percent of Program Achieving Target** | 70% of students earned 4.0 or above in 21 of the 30 of each individual measurement | | |
| **Methods** | DIRECT: Final booklet artifacts from the capstone course project were collected from all students in the course (*N* = 27). The artifacts were developed by student teams (*N* = 6). Full-time faculty evaluated the project booklets content as well as PR implementation practices. The rubric used for scoring was developed by the public relations faculty and included the following criteria: Structure/Organization and Explanation of Concepts; Application of PR Skills -- Writing, Tactics, Research, Strategy, Problem Solving; Creativity/Diversity of Approach; Professionalism and Ethical Considerations/Formatting/Accuracy; and, Completeness. Responses to questions were recorded using Likert-type response scales ranging from 1 as Unsatisfactory Achievement to 5 as Excellent Achievement.  INDIRECT: Faculty members engage in informal and ongoing conversations related to the curriculum and in the Undergraduate Curriculum Committee, current reading on higher education trends and issues, communicate with alumni, and regularly attend conferences in the discipline. | | | | | | | |
| **Measurement Instrument 2** |  | | | | | | | |
| **Criteria for Student Success** |  | | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | | |  | |
| **Methods** |  | | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | | |
| Senior capstone courses and overall program outcomes were examined in relation to each of the learning outcomes based on artifacts submitted at the close of the spring semester 2021. A new rubric was developed (2019) for project review based on the needs of the public relations industry to ensure that graduating students are capable of finding public relations or related employment. The criteria for review included students’ demonstration of the application of public relations skills. Faculty will re-examine the class content in Fall 2021 before the Spring 2022 class is conducted. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| AY 2019-20 was our first year to implement revised SLOs updated in September 2019. The revised SLOs map the industry’s standards and credential guidelines by putting a stronger emphasis on applied ethical practice. During the Fall 2021 semester**,** the Public Relations and Advertising faculty will meet to review the assessment outcomes and review necessary changes needs. The capstone projects developed in Spring 2021 will serve as a continued artifact of the program’s assessment. | | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | | |
| * In Fall 2021, the Public Relations and Advertising faculty will meet to consider adding further assessment measures to program assessment. * Faculty members leading PR 489: Internship will meet with interns halfway through each upcoming semester to review expectations of learning in the internship and focus attention on the value of the employer’s evaluation. * **The PR Capstone class will be assessed again in Spring 2022.** | | | | | | | | |

Appendix 1 – Assessment Rubric (Qualtrics)

