

Assurance of Student Learning 2018-2019	
Potter College	Communication
Public Relations 763	

**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:** Promote a broad understanding and appreciation of the expanding and important role of public relations in modern society\*

<b>Instrument 1</b>	<b>Direct: Analysis of Capstone Project</b>
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<b>Instrument 2</b>	<b>Indirect: Practicum Appraisal from Community Partner</b>
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<b>Instrument 3</b>	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	<b>Met</b>	Not Met
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**Student Learning Outcome 2:** Increase knowledge and develop skills required for positions in the public relations field.\*

<b>Instrument 1</b>	<b>Direct: Analysis of Capstone Project</b>
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<b>Instrument 2</b>	<b>Indirect: Practicum Appraisal from Community Partner</b>
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<b>Instrument 3</b>	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	<b>Met</b>	Not Met
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**Student Learning Outcome 3:** Instill high standards of ethical conduct.\*

<b>Instrument 1</b>	<b>Direct: Analysis of Capstone Project</b>
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<b>Instrument 2</b>	<b>Indirect: Practicum Appraisal from Community Partner</b>
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<b>Instrument 3</b>	
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	<b>Met</b>	Not Met
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

This assessment indicates that all SLOs have maintained or surpassed goals in each category. Adjustments and annual reviews of course offerings have helped strengthen program goals and outcome and are better preparing students for jobs in the field. The last overall curriculum review and subsequent changes were effective Fall 2016, and this assessment offers a review of students who have benefitted from a blend of these class changes.

As a result of this assessment, the following recommendations were:

- Examination of learning outcomes for the core course and program outcomes.
- Assessment of changes to program components and core courses.

- Revisit the assessment on a yearly basis to ensure students are given the opportunity to achieve program SLO through core course work:
  - Review program mission and outcomes.
  - Review outcomes for capstone courses.
  - Ensure program outcomes are met through core courses.

Support for this assessment was also provided by a review of the Public Relations Society of America (PRSA). During AY 2018-19, a site review was conducted, and public relations professionals and educators from other institutions offered a written analysis of the program based on eight standards: public relations curriculum, faculty, resources, students, assessment, professional affiliations, relationship with university, and diversity and global perspectives. Based on this evaluation, the major was approved for its third consecutive six-year term as a PRSA-certified program, one of 40 among international educational institutions and one of two programs in Kentucky to earn this honor.

## **Follow-Up**

\*Based on changes in public relations industry standards, the SLOs were updated and approved in September 2019. Thus the SLOs assessed above are outdated. The revised SLOs map the industrial standards and credential guidelines by putting a stronger emphasis on applied ethical practice. They new SLOs also lead to a more direct evaluation of the students' artifacts. The AY 2019-20 SLOs include:

*Students should be able ethically to:*

- *articulate the expanding and important role of public relations in modern society;*
- *demonstrate knowledge and develop skills required for Campaign Development and presentation in the public relations field; and*
- *exhibit high standards of professional conduct.*

While the study of applied ethical behavior was already an active component of classes in the PR major, opportunities to offer a stronger focus on applied ethics were considered. To support these SLOs, the following changes were made.

- PR faculty met to discuss the class content of PR 350 Law and Ethics in Strategic Communications, launched Spring 2019, to offer students more opportunities for applied ethical examples.
- More PR majors were required during AY 2019-20 to participate in IRB training prior to conducting public relations research in senior capstone-related classes. Our goal is to conduct research with a minimum of 80 percent of students obtaining IRB training.

In the spring of AY 2019-20, the Public Relations faculty will meet to consider adding further assessment measures.

At the end of Spring 2020, the Public Relations faculty will assess student success in AY 2019-20 through rubric-based assessment as a direct measure and will analyze the feedback of supervisors of Public Relations students completing internships as an indirect measure. We will discuss the results of the next round of assessment to monitor for any changes in use of evidence.

# 2019 PR Assessment

	Unsatisfactory (1)	Poor Achievement (2)	Satisfactory Achievement (3)	Good Achievement (4)	Excellent Achievement (5)
Demonstrates an understanding of the planning process in PR (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates creative PR problem-solving (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate PR writing/editing skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate PR research/math skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates effective implementation of media relations in project (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates effective implementation of social/digital media in project (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates suitable format of project report (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates appropriate use of media in project report (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Promote a broad understanding and appreciation of the expanding and important role of public relations in modern society		
<b>Measurement Instrument 1</b>	<p><b>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</b></p> <p>DIRECT: Analysis of Capstone Project</p> <p>DIRECT measures of student learning: Students in the capstone courses (PR 454 PR Strategy and Planning and 456 PR Management) were assigned a public relations project to research, plan, implement and evaluate over the course of two semesters. 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.</p> <p><b>To assess SLO 1, students were measured on whether they showed evidence of understanding how to conduct research and plan a public relations campaign. Students were evaluated on the ability to link theory and/or concepts to practice.</b></p>		
<b>Criteria for Student Success</b>	<p>Describe what outcomes or achievements should be reached for a student to have “succeeded” using the instrument above. Please attach rubric.</p> <p>Students should exceed 3 (Satisfactory) in the assessment rubric criteria, described in Methods. All eight categories received a 3 or better. The overall average was 4.22</p>		
<b>Program Success Target for this Measurement</b>	<p>Percentage program students sampled that you desire to achieve goal.</p> <p>To meet PR competitive industry standards, the students should rank 80% or more.</p>	<b>Percent of Program Achieving Target</b>	<p>Insert the actual percentage</p> <p style="text-align: center;">84.4%</p>
<b>Methods</b>	<p>Include descriptions of sampling and data collection processes, appropriate summary statistics, and number of students assessed.</p> <p>DIRECT: Final booklet artifacts from the capstone course project were collected from all students in the course (<math>N = 34</math>). The artifacts were developed by student work teams (<math>N = 8</math>). Full-time faculty evaluated the project booklet content as well as PR implementation practices. The rubric used for scoring was developed by the public relations faculty and included the following criteria; an understanding of the planning process in public relations; ethical, creative PR problem-solving; appropriate PR writing/editing skills; ethical, appropriate PR research/math skills; effective implementation of media relations in project; effective implementation of social/digital media in project; suitable format of project report; and appropriate use of media in project report. Responses to questions were recorded using Likert-type response scales ranging from 1 as Unsatisfactory to 5 as Excellent.</p> <p>For SLO 1, the student projects collective mean for showing evidence of understanding the planning process was <math>M = 4.5</math> and for exhibiting ethical, appropriate PR research skills was <math>M = 4.38</math>.</p>		
<b>Measurement Instrument 2</b>	INDIRECT measures of student learning: Practicum Appraisal from Community Partner		
<b>Criteria for Student Success</b>	INDIRECT: Exceeding 3 on each of 11 measures and an overall positive set of outcomes on qualitative comments made by the supervisors.		
<b>Program Success Target for this Measurement</b>	<p>Percentage program students sampled that you desire to achieve goal.</p> <p>To meet PR competitive industry standards, the students</p>	<b>Percent of Program Achieving Target</b>	<p>Insert the actual percentage</p> <p style="text-align: center;">87.8%</p>

	should rank 80% or more.		
<b>Methods</b>	<p>The assessment was based on analysis of internship employers' feedback, which offered constructive information regarding students' positive work preparedness and areas needing further instruction.</p> <p>Employers' positive feedback included:</p> <ul style="list-style-type: none"> <li>• Student's work ethic and ability to learn will make her a very successful professional.</li> <li>• Good understanding of social media</li> <li>• Student takes a lot of initiative</li> <li>• Student is so quick to learn a new process or task and she completes that task well.</li> <li>• Student has strong writing abilities and is very organized.</li> <li>• Student has strong interpersonal skills.</li> </ul> <p>Employers' challenges related to interns included:</p> <ul style="list-style-type: none"> <li>• Student needed more confidence and to develop a willingness to speak up.</li> <li>• Student needed to develop further her leadership skills.</li> <li>• Student needed to work on initiative.</li> </ul>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>			<b>Met</b>
<b>Not Met</b>			
<b>Actions</b> (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 2019. Rubric questions driving this review were 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 public relations planning and ethical problem solving and research, and evidence of the application of public relations skills such as media relations, social media content, writing and editing, and the ability to blend written content with examples of media for reports.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Based on changes in public relations industry standards, the SLOs were updated and approved in September 2019. The revised SLOs map the industrial standards and credential guidelines by putting a stronger emphasis on applied ethical practice. The AY 2019-20 SLOs include:			
<i>Students should be able ethically to:</i>			
<ul style="list-style-type: none"> <li>• articulate the expanding and important role of public relations in modern society;</li> <li>• demonstrate knowledge and develop skills required for Campaign Development and presentation in the public relations field; and</li> <li>• exhibit high standards of professional conduct.</li> </ul>			
While the study of applied ethical behavior was already an active component of classes in the PR major, opportunities to offer a stronger focus on applied ethics were considered. To support these SLOs, the following changes were made.			
<ul style="list-style-type: none"> <li>• PR faculty met to discuss the class content of PR 350 Law and Ethics in Strategic Communications, launched Spring 2019, to offer students more opportunities for applied ethical examples.</li> <li>• More PR majors were required during AY 2019-20 to participate in IRB training prior to conducting public relations research in senior capstone-related classes.</li> </ul>			

<b>Student Learning Outcome 2</b>	
<b>Student Learning Outcome</b>	Increase knowledge and develop skills required for positions in the public relations field.

<b>Measurement Instrument 1</b>	<p><b>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</b></p> <p>DIRECT: Analysis of Capstone Project  DIRECT measures of student learning: Students in the capstone courses (PR 454 PR Strategy and Planning and 456 PR Management) were assigned a public relations project to research, plan, implement and evaluate over the course of two semesters. 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.</p> <p><b>To assess SLO 2, students were reviewed on whether they showed evidence of the practice of public relations skills such as writing, editing, media relations and social media content. Students were evaluated on the ability to link core class assignments to practice in a real-world public relations campaign.</b></p>		
<b>Criteria for Student Success</b>	<p>Students should exceed 3 (Satisfactory) in the assessment rubric criteria, described in Methods. All eight categories received a 3 or better. The overall average was 4.22</p>		
<b>Program Success Target for this Measurement</b>	<p>Percentage program students sampled that you desire to achieve goal.  To meet PR competitive industry standards, the students should rank 80% or more.</p>	<b>Percent of Program Achieving Target</b>	<p>Insert the actual percentage</p> <p>84.4%</p>
<b>Methods</b>	<p>DIRECT: Final booklet artifacts from the capstone course project were collected from all students in the course (N = 34). The artifacts were developed by student work teams (N = 8). Full-time faculty evaluated project booklet content as well as PR implementation practices. The rubric used for scoring was developed by the public relations faculty and included the following criteria; an understanding of the planning process in public relations; ethical, creative PR problem-solving; appropriate PR writing/editing skills; ethical, appropriate PR research/math skills; effective implementation of media relations in project; effective implementation of social/digital media in project; suitable format of project report; and appropriate use of media in project report. Responses to questions were recorded using Likert-type response scales ranging from 1 as Unsatisfactory to 5 as Excellent.</p> <p><b>For SLO 2, the student projects collective mean for showing evidence of effective implementation of media relations was M = 3.25 and for appropriate use of social/digital media within the project was M = 4.13.</b></p>		
<b>Measurement Instrument 2</b>	<p>INDIRECT measures of student learning: Practicum Appraisal from Community Partner</p>		
<b>Criteria for Student Success</b>	<p>INDIRECT: Exceeding 3 on each of 11 measures and an overall positive set of outcomes on qualitative comments made by the supervisors.</p>		
<b>Program Success Target for this Measurement</b>	<p>Percentage program students sampled that you desire to achieve goal.  To meet PR competitive industry standards, the students should rank 80% or more.</p>	<b>Percent of Program Achieving Target</b>	<p>Insert the actual percentage</p> <p>87.8%</p>
<b>Methods</b>	<p>The assessment was based on analysis of internship employers' feedback, which offered constructive information regarding students' positive work preparedness and areas needing further instruction.</p> <p>Employers' positive feedback included:</p> <ul style="list-style-type: none"> <li>• Student's work ethic and ability to learn will make her a very successful professional.</li> <li>• Good understanding of social media</li> <li>• Student takes a lot of initiative</li> </ul>		

	<ul style="list-style-type: none"> <li>• Student is so quick to learn a new process or task and she completes that task well.</li> <li>• Student has strong writing abilities and is very organized.</li> <li>• Student has strong interpersonal skills.</li> </ul> <p>Employers' challenges related to interns included:</p> <ul style="list-style-type: none"> <li>• Student needed more confidence and to develop a willingness to speak up.</li> <li>• Student needed to develop further her leadership skills.</li> <li>• Student needed to work on initiative.</li> </ul>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>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 2019. Rubric questions driving this review were 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 public relations planning and ethical problem solving and research, and evidence of the application of public relations skills such as media relations, social media content, writing and editing, and the ability to blend written content with examples of media for reports.</p>			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
<p>Based on changes in public relations industry standards, the SLOs were updated and approved in September 2019. The revised SLOs map the industrial standards and credential guidelines by putting a stronger emphasis on applied ethical practice. The AY 2019-20 SLOs include:</p> <p><i>Students should be able ethically to:</i></p> <ul style="list-style-type: none"> <li>• <i>articulate the expanding and important role of public relations in modern society;</i></li> <li>• <i>demonstrate knowledge and develop skills required for Campaign Development and presentation in the public relations field; and</i></li> <li>• <i>exhibit high standards of professional conduct.</i></li> </ul> <p>While the study of applied ethical behavior was already an active component of classes in the PR major, opportunities to offer a stronger focus on applied ethics were considered. To support these SLOs, the following changes were made.</p> <ul style="list-style-type: none"> <li>• PR faculty met to discuss the class content of PR 350 Law and Ethics in Strategic Communications, launched Spring 2019, to offer students more opportunities for applied ethical examples.</li> <li>• More PR majors were required during AY 2019-20 to participate in IRB training prior to conducting public relations research in senior capstone-related classes.</li> </ul>			

<b>Student Learning Outcome 3</b>	
<b>Student Learning Outcome</b>	Instill high standards of ethical conduct.
<b>Measurement Instrument 1</b>	<p><b>NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.</b></p> <p>DIRECT: Analysis of Capstone Project</p> <p>DIRECT measures of student learning: Students in the capstone courses (PR 454 PR Strategy and Planning and 456 PR Management) were assigned a public relations project to research, plan, implement and evaluate over the course of two semesters. 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.</p>

	<b>To assess SLO 3, students were reviewed on whether they showed evidence of applied ethics in the practice of PR problem solving and in conducting research in the context of a real-world public relations campaign.</b>		
<b>Criteria for Student Success</b>	Students should exceed 3 (Satisfactory) in the assessment rubric criteria, described in Methods. All eight categories received a 3 or better. The overall average was 4.22		
<b>Program Success Target for this Measurement</b>	Percentage program students sampled that you desire to achieve goal. To meet PR competitive industry standards, the students should rank 80% or more.	<b>Percent of Program Achieving Target</b>	Insert the actual percentage  84.4%
<b>Methods</b>	<p>DIRECT: Final booklet artifacts from the capstone course project were collected from all students in the course (<math>N = 34</math>). The artifacts were developed by student work teams (<math>N = 8</math>). Full-time faculty evaluated the project booklet content as well as PR implementation practices. The rubric used for scoring was developed by the public relations faculty and included the following criteria; an understanding of the planning process in public relations; ethical, creative PR problem-solving; appropriate PR writing/editing skills; ethical, appropriate PR research/math skills; effective implementation of media relations in project; effective implementation of social/digital media in project; suitable format of project report; and appropriate use of media in project report. Responses to questions were recorded using Likert-type response scales from 1 as Unsatisfactory to 5 as Excellent.</p> <p><b>For SLO 3, the student projects collective mean for showing evidence of effective and ethical practice of public relations problem solving was <math>M = 4</math> and for ethically conducting and analyzing public relations research was <math>M = 4.38</math>.</b></p>		
<b>Measurement Instrument 2</b>	INDIRECT measures of student learning: Practicum Appraisal from Community Partner		
<b>Criteria for Student Success</b>	INDIRECT: Exceeding 3 on each of 11 measures and an overall positive set of outcomes on qualitative comments made by the supervisors.		
<b>Program Success Target for this Measurement</b>	Percentage program students sampled that you desire to achieve goal. To meet PR competitive industry standards, the students should rank 80% or more.	<b>Percent of Program Achieving Target</b>	Insert the actual percentage  87.8%
<b>Methods</b>	<p>The assessment was based on analysis of internship employers' feedback, which offered constructive information regarding students' positive work preparedness and areas needing further instruction.</p> <p>Employers' positive feedback included:</p> <ul style="list-style-type: none"> <li>• Student's work ethic and ability to learn will make her a very successful professional.</li> <li>• Good understanding of social media</li> <li>• Student takes a lot of initiative</li> <li>• Student is so quick to learn a new process or task and she completes that task well.</li> <li>• Student has strong writing abilities and is very organized.</li> <li>• Student has strong interpersonal skills.</li> </ul> <p>Employers' challenges related to interns included:</p> <ul style="list-style-type: none"> <li>• Student needed more confidence and to develop a willingness to speak up.</li> <li>• Student needed to develop further her leadership skills.</li> <li>• Student needed to work on initiative.</li> </ul>		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
<b>Actions</b> (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. Questions driving this review were based in the needs of the public relations industry to ensure that graduating students are capable of finding public relations or related employment. Criteria reviewed included students' demonstration of public relations planning and ethical problem solving and research, evidence of application of public relations skills such as media relations, social media content, writing and editing and the ability to blend written content with examples of media for reports.		
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
<p>Based on changes in public relations industry standards, the SLOs were updated and approved in September 2019. The revised SLOs map the industrial standards and credential guidelines by putting a stronger emphasis on applied ethical practice. The AY 1920 SLOs include:</p> <p><i>Students should be able ethically to:</i></p> <ul style="list-style-type: none"> <li>• <i>articulate the expanding and important role of public relations in modern society;</i></li> <li>• <i>demonstrate knowledge and develop skills required for Campaign Development and presentation in the public relations field; and</i></li> <li>• <i>exhibit high standards of professional conduct.</i></li> </ul> <p>While the study of applied ethical behavior was already an active component of classes in the PR major, opportunities to offer a stronger focus on applied ethics were considered. To support these SLOs, the following changes were made.</p> <ul style="list-style-type: none"> <li>• PR faculty met to discuss the class content of PR 350 Law and Ethics in Strategic Communications, launched Spring 2019, to offer students more opportunities for applied ethical examples. Based on student feedback and review, these changes were considered for a more effective understanding of applied ethics for the PR industry.</li> <li>• More PR majors were required during AY 19-20 to participate in IRB training prior to conducting public relations research in senior capstone-related classes.</li> </ul>		

**COMM/AD/PR Internship Supervisors' Final Evaluation Form**  
**Also known as Practicum Appraisal from Community Partners**

Note: we have an online form that internship supervisors submit that asks for rankings and comments on a variety of skills and abilities. This form is used by faculty members from the various majors within the department to glean indirect measure of how well our students did at the internship.

Intern's Name:

- \* Internship Company Name:
- \* Supervisor's Name:
- \* Supervisor's Email:
- \* Supervisor's Phone:

Please rate the following from 1-5, with 1 being the low and 5 being high. Please write a description of anything that is not satisfactory to you: (Please stop rating after Quality of Work box)

- \* Intern's Appearance:
- \* Maturity:
- \* Punctuality:
- \* Attitude:
- \* Interpersonal Relation Skills:
- \* Organization:
- \* Ability to Learn:
- \* Initiative:
- \* Responsibility:
- \* Quantity of Work:
- \* Quality of Work:
- \* Overall Strengths?
- \* Overall Weaknesses?
- \* Have there been any problems? Please explain and indicate if they have been resolved.
- \* Are there any courses or experiences you recommend to the Department of Communication to educate students better?

By typing the date below you approve that all the above information is correct and you acknowledge the date will act as you e-signature.

\* Date: