

Semester and/or academic year for which the data applies: _____

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>Public Relations (PR)</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The BA/BS program in Public Relations prepares students to become effective and ethical communication professionals, equipped with both a theoretical foundation and the corresponding skill set that enable proficiency in researching, planning, implementing, and evaluating communication programs that achieve the goals of individuals, groups, and organizations.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p>PR graduates will demonstrate knowledge of public relations as a strategic, theory-based process.</p>
	<p>Goal 2:</p> <p>PR graduates will demonstrate the ability to employ a wide range of communication tools used by public relations professionals to reach and engage relevant audiences.</p>
	<p>Goal 3:</p> <p>PR graduates will demonstrate the written communication skills needed by public relations professionals.</p>
	<p>Goal 4:</p> <p>PR graduates will demonstrate understanding of the philosophical and applied frameworks used to analyze contemporary ethical concerns in the field of public relations.</p>
	<p>Goal 5:</p> <p>PR graduates will demonstrate the ability to develop a public relations campaign plan for a specific client/situation.</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

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Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected.
		Individual faculty members will collect data for the relevant courses they teach and give a hard or digital copy to the Department Chair.
		Timeline: Indicate when the data will be collected.
		Compiled data will be given to the Department Chair by 5 p.m. on the day grades are due each Fall and Spring semester.
	Data Analysis	Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.
		The Department Chair is responsible for organizing the data presented by the faculty and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested learning objectives were achieved.
		Timeline: Indicate when the data will be analyzed.
		By the first Monday of June of each academic year.
	Data Dissemination	Who & How: Indicate who will share data with relevant faculty and how data will be shared. The
		Department Chair distributes the results to the Department Curriculum and Assessment Committee (members from the previous academic year) and charges the committee to discuss possible curricular and/or pedagogical changes.
		Timeline: Indicate when the data will be shared.
		By the first Monday in August.
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority
		The Department Chair collects Curriculum and Assessment Committee feedback and shares recommendations with all departmental faculty members for discussion and implementation.
		Timeline: Indicate when the data and faculty feedback will be shared.
		A presentation will be delivered during the October faculty meeting.
Re-assessment/ Evaluation	How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.	
	The impact of these changes will be assessed in the following academic year's assessment cycle as outlined above. The data related to these changes will be collected, analyzed, and disseminated according to the procedure outlined above.	
	Timeline: Indicate when the data will be collected following these changes.	
	Annually, as outlined above.	

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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). PR graduates will demonstrate an understanding of the R-A-C-E (Research, Action, Communication, and Evaluation) process of professional public relations.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. <ul style="list-style-type: none"> • Four (4) exams will be dedicated to the components of the R-A-C-E process of public relations in PRLS 2305, Introduction to Public Relations. • Each student in PRLS 4305, Public Relations Cases and Campaigns, will analyze a case study applying the R-A-C-E process of public relations.
	Assessment Method	<p>Explain how the quality of the above activity will be assessed.</p> <p>The instructor of PRLS 2305 shall assess students' knowledge through questions such as, but not limited, to the following for PRLS 2305, Introduction to PR:</p> <ul style="list-style-type: none"> - In the four-stage R-A-C-E model, the letter "A" refers to the stage where the public relations professional does: <ul style="list-style-type: none"> a) Analysis b) Press relations c) Program planning d) Assessment - In the model of PR as a never-ending cycle, the _____ stage is focused on setting PR plan objectives, defining audiences, and creating strategies. - In the model of PR as a never-ending cycle, the _____ stage is focused on informing and advising management on which actions to take. - A PR professional assumes that the level of understanding and comprehension of a smaller audience can be somewhat similar to the level of understanding and comprehension of larger audiences when conducting: <ul style="list-style-type: none"> a) communication audits and systematic tracking b) pilot tests and copy tests c) calculating ROI and AVE d) tracking 800-number requests and website hits <p>The exam answer key will be used to determine scores for the exam.</p> <p>The instructor of PRLS 4305 will evaluate written analyses based on the R-A-C-E process and pre-established grading criteria. Essentially, students are asked to address the following questions in essay format based on the particular case they are assigned.</p> <ul style="list-style-type: none"> • What background (secondary) research and/or primary research was conducted in the case (if any)? How sufficient and effective was the research phase of the campaign? • What key publics (or target audiences) were identified by research? According to the case, what is each public's stake in the situation? • What were the campaign's desired outcomes (goals and objectives)? • What were the campaign's targeted messages? • What media and nonmedia tactics were used in the implementation phase? How effective were these tactics in achieving the campaign's desired outcomes? • To what degree was the campaign successful? What evaluation methods were employed to measure the campaign's effectiveness?
	Benchmark	<p>State the performance expectation for the above activity, and some justification for that expectation.</p> <ul style="list-style-type: none"> • Students will earn an average of C (70%) or higher on the exams. • Students will earn an average of C (70%) or higher on the case analysis. <p>These grades demonstrate students have a fundamental understanding of the R-A-C-E process of public relations.</p>
Academic Course of Assessment	<p>State who will be assessed using the above activity AND in which academic course the assessment will occur.</p> <p>All students enrolled in PRLS 2305, Introduction to Public Relations. All students enrolled in PRLS 4305, Public Relations Cases and Campaigns.</p>	

Semester and/or academic year for which the data applies:

	Frequency	<p>State when AND how frequently the above activity will be assessed. The appropriate exams will be administered every fall and spring semester PRLS 2305, Introduction to Public Relations, is offered. Case analyses will be generated every fall and spring semester PRLS 4305, Public Relations Cases and Campaigns, is offered.</p>
Observations	Data Summary	<p>Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist but will begin to be collected and analyzed in AY 2013-2014.</p>
	Result	<p><input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).</p>
	Responsible Authority Analysis	<p>Authority Responsible for Analysis: Provide the position of the person responsible for the program. Department Chair</p> <p>Date of Analysis: Provide the date on which Responsible Authority reviewed data By the first Monday in June.</p> <p>Comments: Provide comments about data from Responsible Authority Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>
Analysis	Department/ Area/ Program Faculty	<p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i></p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i></p> <p>Comments: Provide comments about the data from the relevant faculty <i>Example:</i></p>
	Conclusion	<p><input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change</p> <p><input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____</p>
Closing the Loop	Assessment Data-Driven Change	<p>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</p>
	Acknowledgement	<p>Provide signature of Department Chair acknowledging above results.</p> <p style="text-align: right;">Date _____</p>
	Acknowledgement	<p>Provide signature of College committee chairperson or College Dean acknowledging above results.</p> <p style="text-align: right;">Date _____</p>

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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). PR graduates will demonstrate an understanding of the different areas of specialization in professional public relations.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Four (4) exams will be dedicated to the most relevant areas of specialization in professional public relations; specifically, media relations, community relations, consumer relations, investor relations, government relations, and corporate communication.
	Assessment Method	Explain how the quality of the above activity will be assessed. The exam answer key will be used to determine scores for this activity. Sample test questions from PRLS 3305, Public Relations Techniques: <ul style="list-style-type: none"> • Which of the following is NOT a characteristic of strategic community relations: <ul style="list-style-type: none"> a) Active b) Planned c) Continuous d) Charitable e) All of the above are characteristics of strategic community relations • Based on the Mission Readiness case, which of the following statements is NOT TRUE? <ul style="list-style-type: none"> a) Mission Readiness is an effort to support legislation on child nutrition. b) Mission Readiness is an effort to expand the civilian pool for military recruitment. c) Mission Readiness research found that many 18 – 24 year olds are not qualified to serve in the military because of weight-related issues. d) Mission Readiness argues that meals such as school lunches could threaten national security efforts in the future. e) All of these statements are TRUE. • Which of the following are indicators of high confidence in a company? <ul style="list-style-type: none"> a) high stock prices b) high bond interest rates high loan interest rates c) all of above are indicators of high confidence • In this court case, the US Supreme Court ruled that speech informing consumers about prices of products deserves First Amendment protection. <ul style="list-style-type: none"> a) Times v. Sullivan b) First National Bank of Boston v. Bellotti c) Virginia State Board of Pharmacy v. Virginia Citizens Consumer Council d) The North Face v. The South Butt
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Students will earn an average of C (70%) or higher on select questions that are specifically intended to measure the students' fundamental understanding of the most relevant areas of specialization in professional public relations.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students enrolled in PRLS 3305, Public Relations Techniques.
	Frequency	State when AND how frequently the above activity will be assessed. The appropriate exams will be administered every fall and spring semester PRLS 3305, Public Relations Techniques, is offered.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist but will begin to be collected and analyzed in AY 2013-2014.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Department Chair Date of Analysis: Provide the date on which Responsible Authority reviewed data By the first Monday in June.

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		<p>Comments: Provide comments about data from Responsible Authority Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>
Analysis	<p>Department/ Area/ Program Faculty</p>	<p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i></p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i></p> <p>Comments: Provide comments about the data from the relevant faculty <i>Example:</i></p>
	<p>Conclusion</p>	<p><input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change</p> <p><input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____</p>
Closing the Loop	<p>Assessment Data-Driven Change</p>	<p>Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.</p>
	<p>Acknowledgement</p>	<p>Provide signature of Department Chair acknowledging above results.</p> <p style="text-align: right;">Date _____</p>
	<p>Acknowledgement</p>	<p>Provide signature of College committee chairperson or College Dean acknowledging above results.</p> <p style="text-align: right;">Date _____</p>

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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). PR graduates will demonstrate an understanding of the complementary nature of traditional and emerging media platforms in engaging key audiences.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. Four (4) exams will be dedicated to traditional (print, radio, and television) and emerging media platforms (Web-based technologies) used in public relations.
	Assessment Method	Explain how the quality of the above activity will be assessed. Sample <u>test questions</u> from PRLS 3305, Public Relations Techniques: <ul style="list-style-type: none"> • "Passive" audiences are among the disadvantages of: <ul style="list-style-type: none"> a) Newspapers and Magazines b) Radio and Television c) Newspapers and Radio d) Magazines and Television e) All of the above • Experts suggest that this form of traditional media is most effective in reaching community audiences/publics <ul style="list-style-type: none"> a) Newspapers b) Magazines c) Radio d) Television • Superior production values are among the advantages of exposure in this traditional media outlet. <ul style="list-style-type: none"> a) Newspapers b) Magazines c) Radio d) Television • It is most expensive to get exposure in this traditional media outlet: <ul style="list-style-type: none"> a) Newspapers b) Radio c) Television <p>The exam answer key will be used to determine scores for this activity.</p>
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Students will earn an average of C (70%) or higher on select questions that are specifically intended to measure the students' fundamental understanding of how to use traditional and Web-based media platforms to engage audience segments.
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students enrolled in PRLS 3305, Public Relations Techniques.
	Frequency	State when AND how frequently the above activity will be assessed. The appropriate exams will be administered every fall and spring semester PRLS 3305, Public Relations Techniques, is offered.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist but will begin to be collected and analyzed in AY 2013-2014.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Department Chair Date of Analysis: Provide the date on which Responsible Authority reviewed data By the first Monday in June. Comments: Provide comments about data from Responsible Authority

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		Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.
Analysis	Department/ Area/ Program Faculty	<p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i></p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i></p> <p>Comments: Provide comments about the data from the relevant faculty <i>Example:</i></p>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ <div style="text-align: right;">Date</div>

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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). PR graduates will demonstrate the ability to write news releases, feature stories, and Web-based content.								
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 3								
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. Three (3) writing assignments will be used to assess student's written communication skills for the professional practice of public relations: News release Feature story Weblog ("blog") entry								
	Assessment Method	<p>Explain how the quality of the above activity will be assessed. The three (3) written projects will be assessed according to the following rubric:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Lead construction</td> <td style="text-align: right;">20 percent</td> </tr> <tr> <td>Structure/organization</td> <td style="text-align: right;">30 percent</td> </tr> <tr> <td>Content</td> <td style="text-align: right;">30 percent</td> </tr> <tr> <td>Accuracy</td> <td style="text-align: right;">20 percent</td> </tr> </table> <p>Below are the professional criteria for the components listed above based on two reputable journalism education source, the Purdue OWL and the AP Manual:</p> <p>Lead. The lead, or opening paragraph, is the most important part of a news story. It gives readers the most important information in a clear, concise and interesting manner. It also establishes the voice and direction of an article.</p> <p>Structure. For decades, the "inverted pyramid" structure has been a mainstay of traditional mass media writing. Following this structure, the "base" of the pyramid—the most fundamental facts—appear at the top of the story, in the lead paragraph. Non-essential information appears in the following paragraphs, or "nut" graphs, in order of importance.</p> <p>Content and Accuracy. The content of newspapers and other mass media is typically the result of many different writers and editors working together. AP style provides consistent guidelines for such publications in terms of grammar, spelling, punctuation and language usage. Some guiding principles behind AP style are:</p> <ul style="list-style-type: none"> – Consistency – Clarity – Accuracy – Brevity 	Lead construction	20 percent	Structure/organization	30 percent	Content	30 percent	Accuracy	20 percent
	Lead construction	20 percent								
	Structure/organization	30 percent								
	Content	30 percent								
Accuracy	20 percent									
Benchmark	State the performance expectation for the above activity, and some justification for that expectation. Students will earn an average of C (70%) or higher on the written assignment/s. This grade demonstrates students have a fundamental understanding of the writing skills needed by public relations professionals.									
Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students enrolled in PRLS 3310, Writing for Public Relations.									
Frequency	State when AND how frequently the above activity will be assessed. The appropriate written assignments will be assigned every fall and spring semester PRLS 3310, Writing for Public Relations, is offered.									
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist but will begin to be collected and analyzed in AY 2013-2014.								
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).								
	Responsible Authority Analysis	<p>Authority Responsible for Analysis: Provide the position of the person responsible for the program. Department Chair</p> <p>Date of Analysis: Provide the date on which Responsible Authority reviewed data By the first Monday in June.</p> <p>Comments: Provide comments about data from Responsible Authority Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>								

Semester and/or academic year for which the data applies: _____

Analysis	Department/ Area/ Program Faculty	<p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i></p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i></p> <p>Comments: Provide comments about the data from the relevant faculty <i>Example:</i></p>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ <div style="text-align: right;">Date</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ <div style="text-align: right;">Date</div>

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). PR graduates will demonstrate an understanding of the contemporary ethical concerns that face public relations professionals.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 4
	Assessment Activity/Artifact/Output	State the activity that will be directly assessed for the above Student Learning Outcome. An exam will be dedicated to ethical philosophies that guide self-regulation in the professional public relations industry. Case studies will be completed that demonstrate the ability to understand and apply the Public Relations Society of America (PRSA) Code of Ethics.
	Assessment Method	Explain how the quality of the above activity will be assessed. Sample test questions from PRLS 2305, Introduction to PR: <ul style="list-style-type: none"> • Which of the following statements about ethics applied to specific situations is NOT TRUE: <ul style="list-style-type: none"> a) There are different policies for different news organizations on whether journalists should accept or decline gifts. b) The ethical issue posed by linking ads with news coverage is that merit should be the only criteria in a gatekeeper's decision to publish or not to publish material. c) The ethical issue posed by gift-giving is that merit should be the only criteria in a gatekeeper's decision to publish or not to publish material. d) All of the above statements are TRUE. • The PRSA and IABC are examples of: <ul style="list-style-type: none"> a) licensing organizations b) regulatory organizations c) professional organizations d) public relations organizations <p>The exam answer key will be used to determine scores for the exam.</p> <p>The PRSA Code of Ethics and key provided by PRSA will be used to evaluate the case studies.</p> <p>The Code can be found here: http://www.prsa.org/AboutPRSA/Ethics/CodeEnglish/#.UuLAcfnZEI</p> <p>The case studies and corresponding discussion guides are available here: http://www.prsa.org/AboutPRSA/Ethics/Resources/PublicRelationsEthicsCaseStudies/#.UuLAWPbnZEI</p>
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. <ul style="list-style-type: none"> • Students will earn an average of C (70%) or higher on the exam. • Students will earn an average of C (70%) or higher on the case studies. <p>These grades demonstrate students have a fundamental understanding of professional ethics in the field of public relations.</p>
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Exam: All students enrolled in PRLS 2305, Introduction to Public Relations. Case Studies: All students enrolled in PRLS 4308, Public Relations Management.
	Frequency	State when AND how frequently the above activity will be assessed. The appropriate exams will be administered every fall and spring semester PRLS 2305, Introduction to Public Relations, is offered. The appropriate case studies will be evaluated every fall and spring semester PRLS 4308, Public Relations Management, is offered.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist but will begin to be collected and analyzed in AY 2013-2014.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Department Chair Date of Analysis: Provide the date on which Responsible Authority reviewed data

Semester and/or academic year for which the data applies:

		By the first Monday in June. Comments: Provide comments about data from Responsible Authority Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. Date _____
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. Date _____

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CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). PR graduates will demonstrate the ability to develop and present a comprehensive public relations campaign proposal to address the needs of a specific nonprofit client.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goals 3 and 5
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. The final written campaign proposal and corresponding oral presentation to the client will be evaluated.
	Assessment Method	Explain how the quality of the above activity will be assessed. The instructor will evaluate both the proposal and presentation according to pre-established grading criteria (listed below). Campaign Proposal Evaluation Worksheet <hr/> Content <i>The final report contains the following:</i> <ul style="list-style-type: none"> • Title Page • Table of Contents • Executive Summary • Background Research • Primary Research Plan • Goal and Theme • Objectives and Messages • Strategies • Tactics and Logistics • Evaluation Plan • Appendixes Style <ul style="list-style-type: none"> • Report is written in a professional tone following AP guidelines with correct grammar, spelling, etc. • Report is professional in appearance and free of typos Total _____ out of 100 Proposal Presentation Evaluation Worksheet <hr/> Content <i>Final presentation includes the following sections:</i> <ul style="list-style-type: none"> • Background Research • Primary Research Plan • Goal and Theme • Objectives and Messages • Tactics and Logistics • Evaluation Plan Delivery <i>Final presentation demonstrates the following:</i> <ul style="list-style-type: none"> • Appropriate and attention-gaining introduction • Cohesiveness and smooth flow between speakers • Professionalism evidenced by prepared and polished speakers and extemporaneous delivery • Verbal proficiency—volume, rate, tone, free from vocal interferences, appropriate language, etc. • Nonverbal proficiency—appearance, eye contact, facial expressions, gestures, etc. • Professional PowerPoint presentation that complements oral delivery • Compliance with predetermined time limit Total _____ out of 30
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. <ul style="list-style-type: none"> • Students will earn an average of C (70%) or higher on the proposal. • Students will earn an average of C (70%) or higher on the presentation. <p>These grades demonstrate students have a fundamental understanding of how to develop a public relations campaign plan.</p>
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. All students enrolled in PRLS 4305, Public Relations Cases and Campaigns.
	Frequency	State when AND how frequently the above activity will be assessed. Proposals and presentations will be evaluated as two separate assignments every fall and spring semester PRLS 4305, Public Relations Cases and Campaigns, is offered.

Semester and/or academic year for which the data applies:

Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist but will begin to be collected and analyzed in AY 2013-2014.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	<p>Authority Responsible for Analysis: Provide the position of the person responsible for the program. Department Chair</p> <p>Date of Analysis: Provide the date on which Responsible Authority reviewed data By the first Monday in June.</p> <p>Comments: Provide comments about data from Responsible Authority Data from the analysis will be reviewed upon completion by the faculty at the October faculty meeting.</p>
Analysis	Department/ Area/ Program Faculty	<p>Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i></p> <p>Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i></p> <p>Comments: Provide comments about the data from the relevant faculty <i>Example:</i></p>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. <div style="text-align: right;">Date _____</div>
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. <div style="text-align: right;">Date _____</div>