



Student Learning Outcomes (SLOs) Report for Non-Accredited Programs
(updated 9/19/23)

Program Type: **Non-Accredited Program**

Program Name: B.A. in Public Relations

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Review Cycle:

- Even Year
- Odd Year**

Review Round:

- Round A (Associate Dean review)
- Round B (Associate Dean + VPAA review)**

All SLO reports are archived here: <https://www.eiu.edu/assess/majorassessment.php>

DUE: **October 15th** to your Associate Dean or designee

Each academic program is expected to prepare a Summary of the Assessment Data by Student Learning Outcome. This summary may take the form of a chart or other means of presentation that describes the annual data collected, when it is collected, in which course(s), through which assignment or activity, and by whom. This summary should clearly indicate what the program seeks to discover in its students' learning. The summary should correspond to the record-keeping documents maintained by the academic program.

Program Name: B.A. in Public Relations

PART 1. OVERVIEW OF STUDENT LEARNING OUTCOMES AND MEASURES

Student Learning Outcome (SLO)	What measures and instruments are you using? This could be an oral or written exam, a regularly assigned paper, a portfolio—administered early and later in coursework.	How are you using this info to improve student learning? What are you hoping to learn from your data? Include target score(s) and results , and specify whether these were met, not met, or partially met for each instrument.	Does your SLO correspond to an undergraduate learning goal (ULG): writing, speaking, quantitative reasoning, critical thinking, responsible citizenship?
Students will acquire disciplinary knowledge of public relations.	Students complete the disciplinary knowledge exam/survey in CMN 2920 (Introduction to Public Relations) and CMN 4460 (Public Relations Capstone)	The objective is for seniors' average score to be at least competent (70%+) and to see higher scores among those taking it during their senior year compared to those taking it at the 2000-level. Results: 2000-level: 73% 4000-level 82%	
Students will enhance their critical thinking skills.	Critical thinking is assessed with the critical thinking rubric (4-point scale). At the 2000-level, instructors will select a sample from an appropriate assignment in CMN 2920. At the 4000-level, instructors will select a sample of student essays from seniors from	The objectives were met . Itemized analysis of post-test survey questions shows three concepts that seniors are least familiar with. This information will help PR faculty focus more on these concepts when relevant to a specific class (see summary of data report for more detail). The objective is for students to demonstrate improvement in their critical thinking skills over the course of their studies. This will be assessed based on the difference in scores between the 2000-level class and seniors. Further, the average score shall reach the level of competent (2.49+) for seniors. Results:	Critical Thinking

an appropriate assignment in CMN 4919, 4920 and/or CMN 4921.

- 2000-level (CMN 2920): 3.28/4
- 4000-level (CMN 4919): 3.54/4

The objectives were **met**. The analysis identified the highest and lowest-rated elements so that instructors can consider how to emphasize instruction on the lowest-rated elements (see data report).

Students will cultivate a sense of **responsible citizenship** through social and ethical responsibility.

Responsible citizenship is assessed using the Social and Professional Ethics Measure (5-points scale) and the Multicultural Sensitivity Scale (5-point scale) via an online survey. All PR majors are asked to complete the survey.

For seniors, the objective is to reach a score of at least 3.49+. In addition, the expectation is an increase of the average score among seniors.

Responsible citizenship

Results (Social and Professional Ethics):

Sophomores: 3.98/5
Juniors: 4.07/5
Seniors 3.78/5

The objectives were **partially met**. Scores above expected minimum level, but no increase for seniors. Results inform discussion on how professional ethics may be integrated even more across PR classes.

Results (Multicultural Sensitivity):

Sophomores: 4.53/5 (mean)
Juniors: 4.33/5 (mean)
Seniors 4.28/5 (mean)

The objectives were **partially met** (high scores, but no increase to senior year – see attached report)

The goal is for the average writing rubric score to be at least competent (2.49+).

Writing

Students will be able to create and implement **written** message strategies in a diverse range of contexts.

Writing is assessed with a 4-point writing rubric. In the PR Capstone (CMN 4460), students submit a professional PR portfolio with their best work produced during their time at EIU. PR faculty assess students' ability to create and implement written message strategies in a diverse range of

Result (Writing - **MET**): 3.23/4

Element-level analysis of student scores informs what elements of PR writing seniors still need most practice with across PR classes

contexts based on those final portfolios.

In order to assess students' ability to implement message strategies in diverse contexts the Communication Flexibility Measure (5-points scale) is used, and data collected with an online survey.

Students will be able to create and implement **oral** message strategies in a diverse range of contexts.

To assess students' ability to implement and create oral message strategies in a diverse range of contexts, the public speaking rubric is used (4-point scale). At the 4000-level, instructors will select a sample from an appropriate speaking assignment in CMN 4919, 4920 and/or CMN 4921

In addition, the Communication Flexibility Measure (5-points scale) is used, and data collected via an online survey.

and especially in the two PR Writing class (mechanics & style; sentence-level editing)

PR majors will also take the Communication Flexibility survey and seniors should average a score of 3.49+.

Results (Communication Flexibility – **Not MET**): 3.3/5

Students score just below the minimum expected level on Communication Flexibility, which indicates lack of confidence in adjusting to and navigating communication problems in interpersonal and professional interactions. The result encourages PR faculty to discuss how to create even more opportunities for students to gain confidence in navigating professional interpersonal communication inside and outside of the classroom.

The objective for the speaking assessment is for average scores to be at least competent (2.49+).

Results (Oral Presentation - MET):

4000-Level 1: **3.37/4**
4000-Level 2: **3.47/4**

Element-level analysis identified the highest and lowest-rated elements of students' oral presentations so that instructors can consider how to emphasize instruction on those elements (see data report).

The objective for the average score on the Communication Flexibility Measure among seniors is 3.49+.

Results (Communication Flexibility – **Not MET**): 3.3/5

Speaking

Students will be able to use **quantitative data** to analyze, interpret, and evaluate material in an effort to inform strategic decision-making processes.

The Quantitative Reasoning Scale is used to assess students' ability to use quantitative data to analyze, interpret, and evaluate material to inform strategic decision-making processes (4-point scale). Instructors select a sample from an appropriate assignment in CMN 3020, CMN 3980 and/or CMN 4919 to assess quantitative reasoning.

Students scored just below the minimum expected level on Communication Flexibility, which indicates lack of confidence in adjusting to and navigating communication problems in interpersonal and professional interactions. The result encourages PR faculty to discuss how to create even more opportunities for students to gain confidence in navigating professional interpersonal communication inside and outside of the classroom.

The objective is for students to reach an average score of at least competent (2.49+).

Quantitative reasoning

Results:

CMN 3020: 3.41/4 (mean)

CMN 4919: 3.33/4 (mean)

The objective was **met**.

Element-level analysis identified the highest and lowest-rated elements of students' oral presentations, so that instructors can consider how to emphasize instruction on those elements (see extended data report).

PART 2. IMPROVEMENTS AND CHANGES BASED ON ASSESSMENT

- A. Provide a short summary (1-2 paragraphs) or bulleted list of any **curricular actions** (revisions or additions) that were approved over the past two years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?
- **CMN 4460** (Public Relations Capstone) – CAA approved this class in Spring 2022, and the class was offered for the first time in Spring 2023. It is restricted to seniors, and among others, focuses on helping them better communicate with and present to prospective employers (presentation, communication flexibility, writing). The Disciplinary Knowledge Test is administered in this class, and students submit a portfolio with their best PR work. The portfolio is used to assess writing.
 - Based on the results of this assessment report, faculty will discuss how to support students in gaining higher levels of communication flexibility, stronger writing mechanics (grammar and spelling), a better understanding of the three PR concepts students were least familiar

with, stronger skills in using evidence and sources as well as applying concepts and theories in written and oral communication, and stronger data visualization skills within our existing curriculum even better.

B. Provide a brief description or bulleted list of **any improvements (or declines)** observed/measured in student learning. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

- Students scored significantly higher on the Disciplinary Knowledge Post-Test (10% increase) since the previous cycle.
- Communication flexibility is the lowest scoring element, and the decrease may be pandemic related (communication anxiety).

C. HISTORY OF DATA REVIEW OVER THE PAST TWO YEARS

Please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

Date of annual (or periodic) review	Individuals or groups who reviewed the assessment plan	Results of the review (i.e., reference proposed changes from any revised SLOs or from point 2.A. curricular actions)
Oct. 2021	Assessment Coordinator, Dept. Chair, PR faculty	creation of new capstone class (CMN 4460), portfolio submission for assessment and writing rubric revision (completed AY 22/23).
Oct. 2023	Assessment Coordinator, Dept. Chair, PR faculty	pending

Dean Review and Feedback

In addition to the synthesizing of 2 years of useful data, the report evidences thoughtful evolution of several aspects of the assessment plan since its re-imagining in 2021— particularly in identifying more precisely the timing of assessment measures. The targets set for the measures seem to have revealed useful tidbits about what aspects of the curriculum are strong and which could be re-examined. (Worth noting, however, is that the scores meeting/exceeding targets outnumber those not met, which is very encouraging!) The program has provided a helpful narrative attachment that carefully enumerates the faculty’s engagement with the data analysis, and it seems clear to us that the curriculum is already being influenced by the conclusions drawn, which, of course, is a primary goal of the assessment process. We look forward to the 4-year picture in 2025.

Dean or designee



Date

11/15/2023

VPAA Office Review and Feedback (for "Round B" SLO report only)

B.S. in Public Relations

The B.S. in Public Relations program utilizes a well-tiered and carefully articulated network of instruments for assessing the growth of students in the course of their undergraduate careers. The recent approval and offering of a Public Relations senior capstone and a final portfolio seem extremely useful as vehicles for taking stock of a major's acquisition of skills in preparing for the job market or further schooling. Expecting higher performance from seniors seems perfectly reasonable, especially on the Communication Flexibility Measure score. There is nothing quite like being prepared for and ready to adjust to the strangest surprises.

Dr. Suzie Park, Interim Asst VPAA
VPAA or designee



2/26/24

Date