ATTACHMENT 1

Public Relations Program Assessment Plan

SCHOOL OF COMMUNICATION
Illinois State University

1.0 Contextual Background
The previous assessment plan for the public relations program, approved in October 2008, proved deficient in multiple ways, and its use was discontinued after the 2012-2013 academic year. This decision is explained in our application for the PR program's accreditation, which was awarded in September 2013. As a result of this analysis and accreditation, we have prepared a new assessment plan according to the parameters of the University Assessment Office (i.e., workshops held in the fall 2014 semester), and it is ready for implementation in the 2015-2016 academic year and ongoing compliance with both ISU program requirements and CEPR accreditation standards (see Section 9).

2.0 Assessment Objectives
- Assess the program's effectiveness in preparing graduates for careers in public relations and related fields.
- Assess the program's effectiveness in developing the knowledge, skills, and abilities expected of new public relations professionals on a daily basis.
- Discover gaps in curriculum content based on current practice and future trends in the PR field (industry and academe).
- Garner guidance from alumni about opportunities for continuous improvement in the PR curriculum and associated opportunities, such as PRSSA and professional experiences.
- Establish a better systematic means for measuring the program's effectiveness to fulfill CEPR accreditation standards 1, 4, and 5 (B-02 and E-02).

3.0 Vision for the Public Relations Program
Be recognized as one of the nation's leading programs in undergraduate public relations education, which is reflected mainly in demand for interns and graduates plus demand for faculty to speak, publish, consult, lead, etc.

4.0 Mission for the Public Relations Program
Engage in excellent teaching and learning among students who, if they choose to go into the profession, are recognized by their employers as outstanding communicators and expert councilors about the strategic and ethical use of public relations in their organizations or organizations they represent.

5.0 Overall Goals for the Public Relations Program
A. Ground the undergraduate public relations major in specialized knowledge and theories.
B. Emphasize specialized knowledge, skills, and abilities in particular areas, especially writing, research, critical analysis and decision-making, media production, business, and project management.

6.0 Objectives for Student Learning in the Public Relations Program (Conceptual Definitions for Curriculum Content)
Based on Dee Fink's "taxonomy for significant learning" from his book, *Creating Significant Learning Experiences* (2003), the following learning objectives comprise the assessment framework for student learning in the PR program:

1. Recall foundational knowledge about the practice, management, value, and history of public relations.
2. Demonstrate competence through application of foundational and specialized knowledge in particular public relations problems and discourse.
3. Construct a view of the profession and its future that integrates lessons across all realms of experience about public relations.
4. Navigate organizational structures and processes for public relations and beyond.
5. Inspire students to care about and value ethical work in a professional setting in every respect and about the general roles of public relations technicians and managers/leaders.
6. Introduce resources and strategies for life-long learning about effective and ethical public relations.
7. Foster sound skills for effective project management within the public relations process.
8. Apply principles/rules for argumentation, discourse, grammar, AP style, and APA style correctly and appropriately in written work.

7.0 Assessment Map

The following table shows simply where required courses in the PR program target its core learning objectives (see Section 6), and it correlates with the content of Section 13. Each required course (see Section 8) is operationally defined based on stated learning objectives in one or more syllabi for it (depending on the number of classes offered or faculty who have led it). An operational definition states the "essence" or gist of a course, and it complements but may differ from the course's catalog description. The operational definitions, then, serve as reference points to how courses fit the conceptual definitions for PR curriculum content that are stated in the program's learning objectives in Section 6.

Required Courses & Operational Definitions for Each	Conceptual Definitions of Curriculum Content (Section 6)							
	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7	Objective 8
COM 111: Overview of theory in the communication field	X	X						
COM 161: Mechanics of writing journalistically	X	X			X		X	X
COM 178: Overview of the PR field & profession	X	X	X		X	X		X
COM 229: Foundations of organizational communication				X			X	X
COM 268: Mechanics of writing in the PR profession		X			X		X	X
COM 297: Fundamentals of research		X			X		X	X
COM 329: Organizational communication				X	X		X	X
COM 377: Mastery of the PR planning process	X	X	X	X	X	X	X	X
COM 378: Leading & managing everyday matters of PR	X	X	X	X	X	X	X	X

8.0 Requirements in the Public Relations Major

The following courses are required for graduation with a bachelor's degree in public relations. These courses are the focus of this assessment plan, as they are the core requirements for the degree. Certain elective courses are recommended for PR majors, not formally addressed in this assessment plan, and presented in Section 14. The following are the criteria for graduation from the PR program:

- 39 hours required.
- Required courses: COM 111, 161, 178, 268, 297, 229 or 329, 377, 378 (see the table below).
- A minimum of 15 hours of senior-level COM electives with at least 9 hours of these at the 300 level.
- Students are strongly encouraged to complete at least one internship for credit.

- A maximum of 6 hours of 398 may count as major electives; whereas, only 3 hours of which will count toward the 300 level.
- Students are encouraged to have a minor or second major.

Required Courses	Course Descriptions & Prerequisites
COM 111 Introduction to communication theory	Introduces the student to numerous basic communication theories; outlines requirements, expectations, and career opportunities for all communication majors. Prerequisite: COM major only.
COM 161 Media writing & presentation	Introduction to the variety of mass communication media students may encounter in their careers. Preparation and presentation of various mass communication formats. [entry-level PR writing]
COM 178 Introduction to public relations	Examines functions of public relations in society and surveys concepts, theories, ethics, and principles of effective public relations. Prerequisites: COM 111 and ENG 101 recommended.
COM 229 Foundations of Organizational Communication	Designed to enhance students' basic communication knowledge, understanding, and skills in an organization, including introductory concepts of organizational communication.
COM 268 PR writing & production	Public relations functions, ethics, and writing of new releases, newsletters, brochures, and electronic media for organizations' various audiences. Prerequisites: COM 111, 161. [advanced PR writing]
COM 297 Communication research methods	Methods of scholarly research and critical evaluation of research. Prerequisite: COM 111.
COM 329 Organizational communication	Theoretical and experimental literature dealing with communication in an organizational setting. Prerequisite: COM 111.
COM 377 Public relations campaigns	Theory and research related to professional experience in strategizing and executing public relations. Prerequisites: COM 111, 161, 178, 268, 297. Can be taken for graduate credit. [2 classes offered in fall, 1 class in spring]
COM 378 Public relations management & research	As the "senior capstone course" focus is on the leading and managing of the everyday matters of a public relations function. Prerequisites: COM 111, 161, 178, 268, 297. [1 class offered in fall; 2 classes in spring]

9.0 CEPR Accreditation Standards

The public relations program officially became a CEPR accredited program in September 2013. To maintain the accreditation we must uphold expectations for content, rigor, and learning that are articulated in eight standards for CEPR, only one of which is directly concerned with assessing student learning. Plus we must undergo accreditation review every six years. For this assessment plan, we will incorporate the expectations for each of these accreditation standards for our program assessment, and the standards are measured for the reaccreditation process every six years. The standards are as follows:

- *Standard One: Public Relations Curriculum* — The public relations curriculum should be sufficient to prepare students adequately for career growth in the field. In accord with *The Professional Bond*, the 2006 report of the Commission on Public Relations Education, it should be well-grounded in liberal arts, communication, and business disciplines. Available courses specific to public relations should include principles, writing, research, campaigns/case studies, and experiential learning. Through academic advising, students should be fully aware of requirements, prerequisites, and opportunities in electives and/or minors. Students should be able to progress through the program in a timely manner.
- *Standard Two: Public Relations Faculty (Full- and Part-time)* — Faculty dedicated partially or fully to the public relations program and classes should have appropriate experience and/or credentials. They should be effective mentors and prepare their students well for a career in public relations. If they are research faculty, their research should strengthen their ability to teach and mentor students effectively. Part-time faculty should be selected based on experience and ability to teach and mentor, and be well supervised to ensure the consistent quality of public relations courses. Full- and part-time faculty should be actively engaged in the field and with other professionals.

- *Standard Three: Resources, Equipment, and Facilities* — The public relations program should have equitable access to unit budgetary and other resources, facilities, library resources, computer and desktop publishing facilities. Technology should be current and comparable to that used in the field.
- *Standard Four: Public Relations Students* — The quality of the students in the program and the recruitment efforts to draw outstanding students into public relations is the foundation of a successful educational program. Students should also receive adequate career counseling.
- *Standard Five: Assessment* — Quality academic programs should have routine and systematic assessment built into the curriculum and the program. Assessment should determine whether or not the program is meeting its academic and professional objectives.
- *Standard Six: Professional Affiliations* — The involvement of alumni and other practicing professionals in mentoring students into the profession is strongly desired. The program should help students begin to cultivate the professional relationships they will need throughout their careers. The opportunity to network through the Public Relations Student Society of America and/or other professional organizations is essential to preparation for the professional practice of public relations. Strongly recommended are organizations affiliated with the Global Alliance for Public Relations and Communication Management.
- *Standard Seven: Relationships with Total Unit and University* — To provide adequate public relations education, the program must depend upon other programs and faculty within their units and across the university who teach general education, liberal arts, business, and communications. The perception and reputation of the public relations program, its faculty and students are factors in the quality of teaching and mentoring that will occur outside the program. Receiving the resources necessary for good public relations education depends partially on these factors.
- *Standard Eight: Diversity and Global Perspectives* — It is important that public relations education prepare students to serve and work in a diverse society. Educators must emphasize the important of diversity and the roles of minority groups in teaching students to understand, communicate with, and related to a multicultural/global society.

10.0 Standard for Public Relations Education

The Commission on Public Relations Education, in research-based reports about public relations education (particularly for this assessment plan *The Professional Bond*), (a) identified specific areas of knowledge and skills that must be taught in public relations programs, (b) specified a liberal arts framework for undergraduate curriculum, and (c) defined major content areas for any PR curriculum. Each of these three dimensions is central to maintaining the CEPR accreditation standards for public relations programs in higher education (see Section 9), which we must uphold as an accredited program. The support of knowledge and skills, undergraduate curriculum design, and undergraduate course content in *required* courses is given here (based on each course's content schedule stated in their respective syllabus) as a reference point for possible measurements against the student-learning objectives in Section 6 and in tune with the CEPR accreditation standards in Section 9. (NOTE: **e** = elective courses may apply; see Section 14.)

Knowledge	Supporting Courses	Skills	Supporting Courses
Communication and persuasion concepts and strategies	111, 161, 178, 268, 377, e	Research methods and analysis	111, 178, 297, 377, 378
Communication and public relations theories	111, 161, 178, 377, 378, e	Management of information	377, 378
Relationships and relationship-building	178, 229, 268, 329, 377, 378	Mastery of language in written and oral communication	111, 161, 178, 268, 229, 297, 329, 377, 378, e
Societal trends	111, 178, 377, e	Problem-solving and negotiation	178, 268, 377, 378, e
Ethical issues	111, 161, 178, 229, 268, 297, 329, 377, 378	Management of communication	178, 229, 268, 329, 377, 378
Legal requirements and issues	161, 178, 268, 377, 378	Strategic planning	178, 229, 268, 329, 377, 378
Marketing and finance	268, 377, 378, e	Issues management	178, 229, 268, 329, 378, e
Public relations history	178, 378, e	Audience segmentation	111, 161, 178, 229, 268, 297, 329, 377, 378, e
Uses of research and forecasting	178, 297, 377, 378	Informative and persuasive writing	111, 161, 178, 268, 297, 377, 378, e
Multicultural and global issues	111, 178, e	Community, consumer and employee relations and other practice areas	178, 229, 268, 329, 377, 378, e
The business case for diversity	178, 229, 329, e	Technological and visual literacy	161, 178, 268, 377, e
Various world social, political, economic and historical frameworks	111, 178, 378	Managing people, programs and resources	229, 329, 378
Organizational change and development	229, 329, 378, e	Sensitive interpersonal communication	111, 178, 229, 329, 378
Management concepts and theories	111, 329, 377, 378, e	Critical listening skills	111, 161, 178, 229, 268, 297, 329, 377, 378, e
		Fluency in a foreign language	e
		Ethical decision-making	111, 161, 178, 229, 268, 297, 329, 377, 378, e
		Participation in the professional public relations community	178, 268, 377, 378, e, PRSSA
		Message production	161, 178, 229, 268, 329, 377, 378, e
		Working with current issues	111, 178, 268, 377, 378, e
		Environmental monitoring	111, 161, 229, 268, 329, 377, 378, e
		Public speaking and presentation	110, 178, 377, e
		Applying cross-cultural and cross-gender sensitivity	111, 229, 268, 329, 377, 378, e

Undergraduate Curriculum	Support	Undergraduate Course Content	Supporting Courses
Built on foundation of liberal arts, social science, business and language courses.	Yes	Theory, origin, principles and professional practice of public relations	178, 268, 377, 378, e
Intertwine principles of public relations and management with business, behavioral science, technology and other disciplines.	Yes	Public relations law and ethics	178, 268, 377, 378, e (361)
Master principles of etiquette and professionalism.	Yes	Public relations research, measurement and performance evaluation	297, 329, 377, 378
Integrate global concepts of globalization, diversity, and multiculturalism, and fluency in languages other than English is desirable.	Yes	Public relations planning and management	178, 268, 377, 378
Emphasize ethics and organizational transparency as key to establishing trust and acceptance among publics.	Yes	Public relations writing and production	161, 178, 268, 377, 378, e
Understand current technology and its use, but must develop skills that will enable them to adapt to rapid changes and advancements.	Yes	Public relations action and implementation	161, 268, 377, 378, e
Learn solid research skills and the ability to interpret and use research in decision-making.	Yes	Supervised work experience in public relations	398, PRSSA agency
Incorporate the internal audience into public relations planning and communication.	Yes	Disciplines related to public relations	111, 161, 178, 229, 268, 329, 377, 378, e
		Directed electives	See Section 14

11.0 Micro-level Assessments

Direct and indirect assessments of student learning at the *course* and *student* levels is necessary for measuring program effectiveness. There are various ways to apply assessments of student learning (in synch with the content of Section 10), with direct assessment being the most essential. These "micro-level assessments" at the course and student levels, as the tables in Section 13 show, would reveal the following *evidence*:

- Course objectives are met.
- Prerequisite knowledge, skills, and abilities (KSAs) are retained and applied from prior coursework.
- Foundational knowledge is covered and applied.
- Areas for continuous improvement are identified and addressed (strengths, weaknesses, recommendations).
- Assignments cultivate many/most KSAs that are necessary and sufficient for new professionals (see CEPR standards).

Data gathering for micro-level assessments would come from *direct assessments* of students' work—tangible evidence from students of what they have and have not learned. The use of rubrics would be instrumental in codifying the criteria on which students' work would be evaluated within the specific context of given assignments and within the broader context of an overall course. Faculty would need to retain copies of all rubrics for all students' assignments (i.e., digital copies preferred) so that data about student performance can be used to drill down into what works and what doesn't work in courses and the PR program by tracking performance over time, at least in terms of the above list of evidence and reference points in Section 10. Methods for direct assessment include: tests and quizzes, comprehensive exams, oral exams, interviews, papers, projects, case analyses, performances, exhibitions, and portfolios.

Data gathering for micro-level assessments also would come from *indirect assessments* of student learning—"proxy signs" outside of course-based assignments that show students probably learned content, especially through the reference points in Section 10. Methods for indirect assessment include: student and alumni surveys, interviews, focus groups, and reflective essays; feedback about interns' performance (also can serve as direct

evidence when coupled with a specific performance rubric); program reputation and quality; selected items from faculty course evaluations; retention and graduation rates; job placements; career advancements; honors and awards; and anecdotal information from individuals related to the program in any way.

See University Assessment Services' webpage with information about assessment methods presented at conferences and workshops.

12.0 Stakeholders as Assessors
The following groups of stakeholders would serve as *assessors* of student learning through direct and indirect measures. The abbreviations given are those that will be used in Section13.
- Students (S)
- Faculty (F)
- Class clients (C)
- Internship/Field experience supervisors (I)
- Alumni (A)
- Employers (E)

13.0 Assessment Design
This table presents the core learning objectives for the required courses in the PR program (see Section 6) and summarizes the means by which they are *presently* measured (direct and indirect), timing, developed or not, and assessor. Only the courses that are mapped to a given program learning objective (see Section 7) are listed in that objective in the table below.

Multiple assessment techniques are permissible (see Sections 10 and 11). Sampling of class' students' performance on direct and indirect assessments is permissible when developed and appropriate, and those assessments are taken based on assignments' stated requirements/criteria and, if available, rubrics for those assignments. See Section 15 for ideas to improve on this assessment design after implementation of this plan.

It is important to note that, although *COM 398 Professional Practice: Internship in Communication* is not required and, therefore, not in the following table, that course provides measurements (mainly direct, written assessments from supervisors) about student learning that support all seven of the program's learning objectives.

Learning Objectives (see Section 6)	Assessment Methods for Evidence of Student Learning per Required Course (see Sections 10 and 11)		Timing	Developed/ Undeveloped	Assessors (see Section12)
1. Recall foundational knowledge about the practice, management, value, and history of public relations.	Direct:	COM 111: Exams (5)	Each semester	Developed	F
		COM 161: Exams (2) In-class assignments & quizzes Class participation & attendance	Each semester	Developed	F F F
		COM 178: Exams Class participation	Each semester	Developed	F F
		COM 377: Exam Current campaign assignment Silver Anvil case analysis	Each semester	Developed	F F, C F
		COM 378: Job description paper Research memo In-class strategy case Exam	Each semester	Developed	F F F F
	Indirect:	COM 111: Class participation Maturity in all behaviors Attitude toward course during and outside of class	Each semester	Developed	F F F
		COM 161: Professionalism (attitude & behavior)	Each semester	Developed	F
		COM 178: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 377: Engagement during & outside class meetings	Each semester	Developed	F
		COM 378: Class discussion/participation	Each semester	Developed	F

Learning Objectives (see Section 6)	Assessment Methods for Evidence of Student Learning per Required Course (see Sections 10 and 11)		Timing	Developed/ Undeveloped	Assessors (see Section12)
2. Demonstrate competence through application of foundational and specialized knowledge in particular public relations problems and discourse.	Direct:	COM 111: Exams (5)	Each semester	Developed	F
		COM 161: Writing assignments (6) Final project	Each semester	Developed	F F
		COM 178: Get Involved Project My Career Project	Each semester	Developed	F F
		COM 268: Writing assignments (8) In-class assignments Exams (2)	Each semester	Developed	F, C F F
		COM 297 (depends on professor): Exams (0-4) Research project (team or individual) Participation, quizzes & homework	Each semester	Developed	F F F
		COM 377: Campaign capstone project Exam Current campaign assignment In-class objective assignment	Each semester	Developed	F, C F F F
		COM 378: Strategic plan project In-class strategy case Portfolio	Each semester	Developed	F, C F F
	Indirect:	COM 111: Class participation Maturity & attitude	Each semester	Developed	F F
		COM 161: Professionalism (attitude & behavior)	Each semester	Developed	F
		COM 178: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 268: Class participation & lab work Out-of-class inquiries	Each semester	Developed	F F
		COM 297 (depends on professor): Engagement & attitude during & outside of class	Each semester	Developed	F
		COM 377: Client feedback Out-of-class discussions	Each semester	Developed	C F
		COM 378: Class discussion/participation	Each semester	Developed	F

Learning Objectives (see Section 6)	Assessment Methods for Evidence of Student Learning per Required Course (see Sections 10 and 11)		Timing	Developed/ Undeveloped	Assessors (see Section12)
3. Construct a view of the profession and its future that integrates lessons across all realms of experience about public relations.	Direct:	COM 178: Get Involved Project My Career Project	Each semester	Developed	F F
		COM 377: Current campaign assignment Documentary assignment COM Week assignment	Each semester	Developed	F F F
		COM 378: Job description paper Research memo	Each semester	Developed	F F
	Indirect:	COM 178: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 377: Feedback from employers	Each semester	Developed	C
		COM 378: Class discussion/participation Learning growth	Each semester	Developed	F F

Learning Objectives (see Section 6)	Assessment Methods for Evidence of Student Learning per Required Course (see Sections 10 and 11)		Timing	Developed/ Undeveloped	Assessors (see Section12)
4. Navigate organizational structures and processes for public relations and beyond.	Direct:	COM 229: Exams (3) Online Quizzes (6)	Each semester	Developed	F F
		COM 329: Exams (2) Final project Professional investigations (4) Extra-credit work	Each semester	Developed	F F F F
		COM 377: Campaign capstone project	Each semester	Developed	F , C
		COM 378: Job description paper Strategic plan project In-class strategy case Research memo	Each semester	Developed	F F , C F F
	Indirect:	COM 229: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 329: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 377: Class discussion of course content Out-of-class discussions	Each semester	Developed	F F
		COM 378: Class discussion/participation	Each semester	Developed	F

Learning Objectives (see Section 6)	Assessment Methods for Evidence of Student Learning per Required Course (see Sections 10 and 11)		Timing	Developed/ Undeveloped	Assessors (see Section12)
5. Inspire students to care about and value ethical work in a professional setting in every respect and about the general roles of public relations technicians and managers/leaders	Direct:	COM 161: Writing assignments (6) Final project	Each semester	Developed	F F
		COM 178: Get Involved Project My Career Project	Each semester	Developed	F F
		COM 268: Writing assignments (8) In-class assignments	Each semester	Developed	F, C F
		COM 297 (depends on professor): Exams (0-4) Research project (team or individual) Participation, quizzes & homework	Each semester	Developed	F F F
		COM 329: Exams (2) Final project Professional investigations (4)	Each semester	Developed	F F F
		COM 377: Current campaign assignment Campaign capstone project Peer reviews	Each semester	Developed	F F, C S
		COM 378: Job description paper Research memo Strategic plan project & peer reviews In-class strategy case	Each semester	Developed	F F, C F, S F
	Indirect:	COM 161: Professionalism (attitude & behavior)	Each semester	Developed	F
		COM 178: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 268: Class participation & lab work Out-of-class inquiries	Each semester	Developed	F F
		COM 297 (depends on professor): Engagement & attitude during & outside of class	Each semester	Developed	F
		COM 178: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 377: Employer feedback (post-graduation)	Each semester	Undeveloped	E
		COM 378: Class discussion/participation Learning growth	Each semester	Developed	F F

Learning Objectives (see Section 6)	Assessment Methods for Evidence of Student Learning per Required Course (see Sections 10 and 11)		Timing	Developed/ Undeveloped	Assessors (see Section12)
6. Introduce resources and strategies for life-long learning about effective and ethical public relations.	Direct:	COM 178: Get Involved Project My Career Project	Each semester	Developed	F F
		COM 377: Current campaign assignment Capstone campaign project	Each semester	Developed	F F, C
		COM 378: Learning to learn presentation Job description paper Research memo Strategic plan project In-class strategy case	Each semester	Developed	F, S F F F, C F
	Indirect:	COM 178: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 377: Class discussion of course content Out-of-class discussions Attitude & interest in PR field	Each semester	Developed	F F F
		COM 378: Class discussion/participation Learning growth	Each semester	Developed	F F, S

Learning Objectives (see Section 6)	Assessment Methods for Evidence of Student Learning per Required Course (see Sections 10 and 11)		Timing	Developed/ Undeveloped	Assessors (see Section12)
7. Foster sound skills for effective project management within the public relations process.	Direct:	COM 161: Writing assignments (6) Final project	Each semester	Developed	F F
		COM 229: Exams (3) Online Quizzes (6)	Each semester	Developed	F F
		COM 268: Writing assignments (8) In-class assignments	Each semester	Developed	F , C F
		COM 297 (depends on professor): Exams (0-4) Research project (team or individual) Participation, quizzes & homework	Each semester	Developed	F F F
		COM 329: Final project Professional investigations (4)	Each semester	Developed	F F
		COM 377: Peer reviews Campaign capstone project Nonprofit pitch assignment	Each semester	Developed	S F , C F
		COM 378: Time sheets Peer reviews Strategic plan project In-class strategy case	Each semester	Developed	F S F , C F
	Indirect:	COM 161: Professionalism (attitude & behavior)	Each semester	Developed	F
		COM 178: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 229: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 268: Class participation & lab work Out-of-class inquiries	Each semester	Developed	F F
		COM 297 (depends on professor): Engagement & attitude during & outside of class	Each semester	Developed	F
		COM 377: Course evaluations Attitude & interest in PR field Employer feedback	Each semester	Developed Undeveloped	S F E
		COM 378: Class discussion/participation Deadlines met	Each semester	Developed	F F

Learning Objectives (see Section 6)	Assessment Methods for Evidence of Student Learning per Required Course (see Sections 10 and 11)		Timing	Developed/ Undeveloped	Assessors (see Section12)
8. Apply principles/rules of argumentation, discourse, grammar, AP style, and APA style correctly and appropriately in written work	Direct	COM 161: Writing assignments (6) Final project	Each semester	Developed	F F
		COM 229: Exams (3) Online Quizzes (6)	Each semester	Developed	F F
		COM 268: Writing assignments (8) In-class assignments	Each semester	Developed	F, C F
		COM 297 (depends on professor): Exams (0-4) Research project (team or individual)	Each semester	Developed	F F
		COM 329: Final project Professional investigations (4)	Each semester	Developed	F F
		COM 377: Documentary Analysis Current Campaign Silver Anvil Award Analysis Campaign capstone project Nonprofit pitch assignment	Each semester	Developed	F F F F, C F
		COM 378: Time sheets Strategic plan project In-class strategy case Research Memo Portfolio	Each semester	Developed	F F F F F
	Indirect	COM 161: Feedback on drafts (oral & written)	Each semester	Developed	F
		COM 229: Attitude & behavior during class meetings	Each semester	Developed	F
		COM 268: Feedback on drafts (oral & written)	Each semester	Developed	F
		COM 297 (depends on professor): Feedback on drafts (oral & written)	Each semester	Developed	F
		COM 329: Feedback on drafts (oral & written)	Each semester	Developed	F
		COM 377: Feedback on drafts (oral & written)	Each semester	Developed	F
		COM 378: Feedback on drafts (oral & written)	Each semester	Developed	F

14.0 Recommended Elective Courses for the PR Major

The following courses are those in which students may enroll to fulfill their graduation requirements in the public relations major. This list is presented here to complete the picture of the range of PR and PR-related courses students may take as PR majors. Students may, of course, elect to enroll in almost any course to fulfill their graduation requirements. Because these courses are not required in the PR major, they are not formally addressed in this assessment plan.

Recommended Elective Courses	Course Descriptions & Prerequisites
COM 238 Introduction to Advertising	Introduces and applies the fundamental concepts and processes of advertising and the advertising industry. Critical thinking and application are emphasized. Prerequisites: COM 110
COM 240 Introduction to Visual Communication	Introduction to the theory and practice of visual communication including perception, visual literacy, and media design for multiple distribution channels. Lecture and lab. Materials charge optional. Formerly *PRESENTATION MEDIA*. Prerequisites: COM 111, 160, 161.
COM 273 Media Event Planning & Promotion	Study of radio, television, and sports promotions and events, with examination of the processes for executing them successfully. Materials charge optional. Prerequisites: COM 101, 111, 160, 162 or 163, or consent of the instructor.
COM 274 Environmental Communication	Theoretical and practical exploration of environmental issues. Topics include corporate advocacy, grass-roots activism, environmental nonprofit organizations, and governmental influence.
COM 275 Selected topics in Communication	Examination of various topics in the communication discipline, including case studies. May be repeated if content different. Formerly *SELECTED TOPICS IN PUBLIC RELATIONS*. Prerequisite: COM major or consent of the instructor.
COM 321 Campaign Communication & Message Design	Application of theory and research to campaign strategy and message design. Emphasis: ethical, informative, and persuasive messages in commercial, political, and social issue campaigns. Prerequisite: COM major or consent of the instructor
COM 355 International Public Relations	Theory and research related to the practice of public relations across cultural and national boundaries. Application of theory to practical problems. Prerequisites: COM 111 and 178 or consent instructor.
COM 356 Executive Speechwriting	Principles and process for researching, and ghostwriting speeches. Includes strategies for public-speaking opportunities and counseling speakers. Prerequisites: COM major or consent of instructor. Can be taken for graduate credit.
COM 358 Crisis Communication	An advanced examination of the use of communication in planning, managing and responding to organization crises. Prerequisites: COM 178 and 268.
COM 361 Mass Media Law, Policy & Ethics	Examines statutes, policy, and case law affecting media operations along with ethical guidelines for practitioners and industry self-regulation guidelines. Formerly *REGULATION OF THE COMMUNICATION INDUSTRY*. Prerequisites: COM 111.
COM 366 Web Production & Design	Design fundamentals and technical skills for Web page production. Lecture and lab. Formerly *GRAPHIC COMMUNICATION II*. Prerequisite: COM 240.
COM 371 Political Communication	Basic theory and research relating to political campaign communication. Special attention is paid to the persuasive process of political campaigning focusing upon the role of the media, the candidate, image creation and other selected topics on political campaign communication. Prerequisites: COM 111; 6 hours COM or 6 hours POL is recommended.
COM 373 Internal Public Relations	Principles and practices for communicating with organizations' internal audiences. Investigation includes nonprofit, profit, government, and nongovernment organizations. Can be taken for graduate credit. Prerequisites: COM 111; COM 229 strongly recommended.
COM 375 Communication & Leadership	Survey of theory and research dealing with how the different approaches to leadership are enacted through the process of communication. Prerequisite: COM 297.
COM 390 Topics in Contemporary Communication	This course addresses contemporary trends and innovations in communication methods/processes. Students focus on rapidly changing communication topics. May be repeated if content is different; maximum of 9 hours. Prerequisite: COM 111, graduate standing, or consent of the instructor.
COM 398.06 Professional practice: Internship in Communication	Arranged practical experience under the guidance of department academic coordinators. Includes Clinical Experiences: 48 hours per credit hour earned per semester. Type 1-9. Maximum. 16 hours applicable to graduation. Prerequisite: Complete school application prior to registration.

ACC 131 Financial Accounting	Introduction to financial accounting. Examines the nature of accounting, basic accounting concepts, financial statements, accrual basis of accounting, the accounting cycle, monetary assets, inventories, fixed assets, current and noncurrent liabilities, and owner's equity. Prerequisite: Completion of 12 hours.
ECO 103 Individual & Social Choice	Economic impacts of individual and social choices and their influence on social issues. Includes perspectives from other social sciences. May not be taken under the CT/NC option. Prerequisites: ENG 101 or COM 110 or concurrent registration.
ECO 105 Principles of Economics	Supply and demand in product and resource markets, international trade, determination of GDP, employment, inflation and economic growth. Not for credit if had ECO 101 and 102.
ENG 239 Multimodal Composition	Workshop emphasizing rhetorical analysis and composition of digital texts in a variety of modes including graphics, typography, audio, video, animation. May be repeated; maximum 6 hours. Formerly ENG 289.22 *MULTIMEDIA WRITING WORKSHOP.* Prerequisite: ENG 101.
ENG 249 Technical & Professional Writing I	Introduction to technical and professional writing. Includes study of manuals, reports, proposals, audience analysis, formatting, and style. Materials charge optional. Prerequisite: ENG 101.
ENG 350 Visible Rhetoric	Document design as a rhetorical activity and the application of theories of visible rhetoric to document production. Computer-assisted. Materials charge optional. Prerequisites: Junior/senior standing; ENG 239, 246, 247, or 249 or consent instructor.

15.0 Options for Continuous Improvement

This assessment plan, although superior to the previous plan, has some areas in which we believe improvements can be made. The following list presents ideas we have for making this plan better over the course of its use. Some items may be accomplished sooner than others, and such improvements will depend on the complexity of their application and resource availability, especially time.

- Conduct focus groups of graduating seniors in capstone classes.
- Complete senior survey in class.
- Complete junior survey in class.
- Create digital collection of assignments, including rubrics.
- Reevaluate course content and design based on learning objectives.
- Include more variety of assessors in Section 13.
- Add alumni survey (SoC).
- Vary alumni communication (e.g., LinkedIn, classes, PRSSA, SoC).
- Vary use of assessors in assignments.
- Apply aspirational institutions' programs in one-to-one comparisons.

CONTACT
Peter M. Smudde, Ph.D., APR
Professor & Associate Executive Director, School of Communication
Coordinator, Public Relations Program
449 Fell Hall
Campus Box 4480
Illinois State University
Normal, IL 61790-4480 U.S.A.
Office: 309.438.7339
E-mail: psmudde@ilstu.edu

INSTRUCTIONS: For a particular class, (1) assemble all students' graded work for each assignment then (2) *holistically assess* the assignment to determine the degree to which there is evidence that students' learning fulfilled any of the PR program's learning objectives. To judge whether a criterion does not apply, use the assignment itself and the PR Program's Assessment Plan (i.e., Assessment Map in Section 7 and the Assessment Design in Section 13).

Course Number & Title: _____

Assignment: _____

Semester: _____   Year: _____

Assessment Date: _____   Assessor: _____

Learning Objective *Circle the LO that is being assessed, and focus only on that LO.*	Evidence of Learning (circle one)				
1. Recall foundational knowledge about the practice, management, value, and history of public relations. [DOTS]	Not Apply	None	Weak	Good	Strong
2. Demonstrate competence through application of foundational and specialized knowledge in particular public relations problems and discourse. [GUTS]	Not Apply	None	Weak	Good	Strong
3. Construct a view of the profession and its future that integrates lessons across all realms of experience about public relations. [VISION]	Not Apply	None	Weak	Good	Strong
4. Navigate organizational structures and processes for public relations and beyond. [MAZE]	Not Apply	None	Weak	Good	Strong
5. Inspire students to care about and value ethical work in a professional setting in every respect and about the general roles of public relations technicians and managers/leaders. [PROFESSIONALISM]	Not Apply	None	Weak	Good	Strong
6. Introduce resources and strategies for life-long learning about effective and ethical public relations. [LEARNING]	Not Apply	None	Weak	Good	Strong
7. Foster sound skills for effective project management within the public relations process. [BOSSNESS]	Not Apply	None	Weak	Good	Strong
8. Apply principles/rules for argumentation, discourse, grammar, AP style, and APA style correctly and appropriately in written work. [WRITING]	Not Apply	None	Weak	Good	Strong

NOTES *(use other side, if needed):*