

OHIO NORTHERN UNIVERSITY
2006 ANNUAL REPORT ON THE ASSESSMENT OF STUDENT LEARNING

Academic Program: _____
Department: _____
College: _____
Submitted by/Date: _____

The Annual Report on the Assessment of Student Learning consists of three parts.

Part I provides the learning objectives and measures as previously identified.

Part II requests information about assessment activities for the previous academic year.

Part III requests information about programmatic or operational changes occurring or being proposed as a result of assessment activities.

Reports must be submitted by department chairs to the Office of Institutional Research by **December 1, 2006**. Each annual report will be evaluated by the University Assessment Committee and returned to the department chair and the respective Dean by **March 1, 2007**.

I. ASSESSMENT PROGRAM COMPONENTS

Instructions: Please review the following and make changes as needed.

A. Learning Objectives

1. Knowledge of public relations history and context
2. Knowledge of public relations theory
3. Knowledge of public relations research methods
4. Development of presentation skills
5. Development of writing skills
6. Development of professional relationships/network
7. Ability to conduct formative and summative research
8. Ability to apply public relations/communication theory
9. Ability to analyze public relations cases

B. Measurements

- Evaluation of senior capstone experience
- Alumni survey

II. ASSESSMENT ACTIVITIES FOR 2005-06 (ACADEMIC YEAR)

Instructions: Please complete the following sections.

A. Describe the *measures* used to collect the data?

(Which measures did you use during the past year? Which learning objectives does each measure address? How and when did you administer the measures?)

- 1) Summary of complex information – the ability to extract the essential information from a situation (1, 2, 3, 5, 7, 9)
- 2) Identification of Publics – the ability to identify the people who matter most in each case – those that organizational success or failure depends on (1, 2, 3, 5, 9)
- 3) Identification of Needs – what is it that that member of the key publics must have (1, 2, 3, 5, 9)
- 4) Case Outcomes – results based examination of what was done (3, 7, 9)
- 5) Ethical Issues – components of organizational/individual actions behaviors with ethical implications (2, 6, 8, 9)
- 6) Maxims – theory that explains actions (2, 3, 4, 5, 8, 9)
- 7) Case Highpoints – major actions responsible for behavior (2, 4, 5, 8, 9)
- 8) Result Satisfaction – resolution based on actions taken to meet both organizational and public needs (1, 2, 3,4, 5, 6, 7, 8, 9)
- 9) Overall Analysis – judgment of appropriateness of actions for situations (1, 2, 3, 4, 5, 6, 7, 8, 9)

B. Present the *results* of the data collection and analysis for each measure listed above.

(Present the data resulting from 2005-06assessment activities. What are the standards and expectations for performance? Did the students meet the standards? What gaps were found between the standards for student learning and the actual results?)

									Mean
Summary	5	5	5	5	5	5	5	5	5
Public	5	5	4	5	5	5	5	5	4.875
Needs	5	5	3	4	4.5	4.5	4	5	4.375
Outcomes	5	4	3	5	5	5	4.5	4.5	4.5
Ethical Issues	4.5	5	5	5	5	5	5	5	4.9375
Maxims	5	5	5	4.5	5	5	5	5	4.9375
Highpoints	5	4	4	5	4.5	5	5	5	4.6875
PR Techniques	4	4.5	3	5	5	4.5	5	4.5	4.4375
Satisfaction	5	5	4	4	5	5	5	5	4.75
Analysis	5	5	4	5	4.5	5	5	5	4.8125

III. PROGRAMMATIC /OPERATIONAL ADJUSTMENTS

Instructions: Please complete the following sections.

A. Describe the *adjustments*, if any, to the program or the program's operations (including budgetary) which are either being proposed or have already been made in order to narrow the gaps identified between learning objectives and actual outcomes.

(What changes in curriculum, instructional strategies, course content, personnel, facilities, equipment, resource allocation, etc. are recommended to address the gaps between expected performance and actual results?)

No changes/adjustments planned at this time.

B. Describe the *changes* that need to be made to the assessment plan and practices for the future?

(Have questions been raised about the effectiveness of the assessment plan? If so, what changes are needed? Are different objectives, measures, analysis, etc. needed?)

Consideration might be given to examining course results – final portfolios – for proficiency in some areas in the future.