

Visual Communications - BAJMC 2017 - 2018 Assessment Plan

Currently status is: Report Accepted

I. ANNUAL REPORT FOR 2016 - 2017

Mission Statement

The mission of the School of Journalism and Mass Communications is to improve and strengthen the societal roles of the professions of journalism and mass communications by:

- providing an undergraduate instruction within a liberal arts context that leads to a bachelor's degree in journalism and mass communications and prepares students for an increasingly multinational, multicultural professional work environment.
- providing graduate instruction, leading to the master's and Ph.D. degrees, that prepares students for leadership and management roles in the journalism and mass communications professions and in the professorate.
- educating students, both majors and those in disciplines outside the School, about roles in the journalism and mass communications professions and in the professorate.
- educating students, both majors and those in disciplines outside the School, about the roles and functions of the mass media and of mass communications industries so that they can be informed consumers of information.
- adding to the body of knowledge for the professions and for the general public through research, scholarship and creative professional activity.
- providing service to journalism instruction at the middle and high school levels in South Carolina and the Southeast, and to journalism and mass communications professions in South Carolina and at the regional, national, and international levels through such activities as continuing education programs, workshops and constructive commentary on current media, advertising and public relations practices.

Goal 1.

Students should be prepared for an increasingly multinational and multicultural professional work environment in an evolving media landscape.

Curriculum

Courses associated with specific learning outcomes are cited throughout the report.

Learning Outcome 1.

Demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.

CURRICULUM: JOUR 203, 291, 303, 346, 347, 446, 447, 448, 449, 560

Measures and Criteria

The following describe the measures used to assess LO1:

- Grammar Exam (direct measure): Students enrolled in Jour 291, our introductory writing course that is required across majors, take a diagnostic grammar and writing exam twice during the course. The first administration of the exam takes place before concentrated teaching of grammar, spelling and style. The second administration of the exam takes place after this instruction and is a direct measure of accomplishment and learning.

- Internship Supervisor Evaluation (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice.
- Capstone Project/Portfolio Evaluation (direct measure): Using a shared rubric, industry professionals and faculty members evaluate content generated in SJMC capstone courses, examining final projects and/or professional portfolios for professional standards. A sample of work is selected from each sequence and industry practitioners from that field evaluate the work holistically. LO1, 2 and 5 are measured in this way.

Methods

The following describe the data collection methods associated with LO1:

- Diagnostic Grammar Exams are given by every faculty member in every JOUR 291 course. Pre/post data are submitted to the assessment team, synthesized and evaluated at year's end.
- Internship Supervisor Evaluation are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey instruments are digitized, synthesized and evaluated at year's end.
- Capstone Project/Portfolio Evaluation: Beginning the 2016/2017 academic year, sequence heads from five SJMC majors (Advertising, Broadcast Journalism, Multimedia Journalism, Mass Communications, and Public Relations) were asked to provide a sample of senior-level student work for evaluation. Members of the school's advisory board – all industry practitioners – were asked to evaluate that work to determine whether it met industry standards. Each capstone project was evaluated by two members of the board. Evaluators examined the work on eight different industry standards that parallel LO1, LO2 and LO5. Each variable was measured on a Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Yes & No, (4) Agree, and (5) Strongly Agree. Once complete, responses are typed into an excel spreadsheet, then uploaded into Statistical Package for Social Sciences (SPSS) for analysis by the assessment team.

Results

The SJMC employs three direct measures to assess this learning outcome: A grammar assessment, a supervisor evaluation of student interns and an evaluation of senior capstone projects by industry professionals.

In the 2016/2017 academic year, more than two hundred SJMC students took the grammar assessment, once at the start of their required writing course (JOUR 291) and again towards the end. The SJMC faculty has not identified a standard of performance for scores from incoming students because this information is used primarily as a baseline measure of what incoming students actually know. It is our expectation that the mean score of the *post*-test should be at least 70%. Data show scores rose 7% from time one to time two, to an overall average score of 68%. Although all sections of JOUR 291 reported improvement in student performance, only four sections met the goal of an average of 70%. We found no significant

differences in scores between SJMC majors. The mean score for Visual Communications majors was 69% (n=23).

Table 1a: Learning Outcome

#1	2015/2016	2016/2017
Method of Assessment:	LO1 % (N)	LO1 % (N)
Grammar assessment (Pre-test)	66 (216)	61 (214)
Grammar assessment (Post-test)	74 (222)	68 (207)
(Percentage Change)	↑ 8 %	↑ 7 %
(Advertising)	73 (30)	67 (31)
(Broadcast Journalism)	74 (33)	67 (33)
(Multimedia Journalism)	74 (17)	72 (34)
(Mass Communications)	71 (2)	68 (13)
(Public Relations)	72 (99)	66 (71)
(Visual Communications)	74 (20)	69 (23)
(non-major/other)		82 (2)
	4.50/5	
Internship Evaluations (All)	(133)	4.73/5 (89)
(Advertising)	4.47 (15)	4.40 (10)
(Broadcast Journalism)	4.31 (28)	4.82 (17)
(Multimedia Journalism)	4.86 (7)	5.0 (1)
(Mass Communications)	n/a	4.5 (2)
(Public Relations)	4.61 (61)	4.75 (52)
(Visual Communications)	4.35 (22)	4.86 (7)

A second direct measure used to assess LO1 is the student internship evaluation. It is the faculty's expectation that student scores meet or exceed 4.0 on a five-point scale. In the 2016/2017 academic year, 92 SJMC students completed internships for credit and were evaluated by their supervisors. 89 of 92 supervisors evaluated students on LO1. The remaining employers either did not answer for this learning outcome or selected the "not applicable" option. The mean score for all majors on LO1 was 4.73 out of 5. There were no significant differences by major. Visual communications majors scored 4.86 (n = 7).

The SJMC now has a new, third direct measure for LO1. In previous years, we used an entry/exit exam to gauge how well students were learning key concepts. The instrument included items for all six learning outcomes, including seven questions for LO1. Incoming students took the exam in an entry level course (JOUR 101, Mass Media & Society) then graduating seniors took the same test during their required capstone courses. Results from the two groups were then compared. Although data showed student learning was taking place, scores remained low year to year – with average scores often falling below 70%. In the 2015/2016 academic year, for example, only 39% (83 of 213) of senior-level students taking the exam passed with a C or higher. 62% (130 of 213) received Ds or failed. It was unclear whether the problem was lack of student learning or the instrument/testing environment itself. After much consideration, the SJMC assessment team decided to eliminate the 50-item test.

This academic year, a new quantitative measure was pilot-tested for LO1, LO2 and LO5. Using a shared rubric, industry professionals evaluated content generated by students in SJMC capstone courses. Practitioners examined final projects and/or professional portfolios to determine whether the work meets professional standards in their respective fields. A copy of the shared rubric can be found attached to this report. Work by advertising, broadcast journalism, multimedia journalism and public relations students are all measured in this way. Visual Communications faculty conduct, instead, a qualitative analysis of capstone projects for students in their sequence. That analysis is discussed separately below. For the *quantitative* analysis, it is the faculty's expectation that student scores meet or exceed 4.0 on a five-point scale.

Sixty-one projects were included in this year's quantitative analysis. In order to have enough data for this new measure to prove useful, our sample spanned a four-year period from 2012 – 2016. Eleven advertising, 18 broadcast journalism, 16 multimedia journalism and 16 PR projects were analyzed. Each project was evaluated holistically by two separate professionals, leading to 122 total project evaluations.

In regard to LO1, overall, professional evaluators agreed that students did well to gather information/conduct research, write clearly, and present relevant information at a professional level. As Table 1b reflects, the mean score for the three variables combined was 4.03 out of 5. Three of the four majors – advertising, broadcast journalism and public relations - averaged above a 4.0 on all measures. Evaluators agreed that the majority of students met professional standards.

Table 1b: Learning Outcome #1

Method of Assessment:	2015/2016	2016/2017			
	LO1 % (N)	LO1 % (N)	Gathers Info/Research	Writes clearly	Presents Info at prof. level
Capstone Project Evaluation	n/a	LO1 - Combined 4.03 / 5 (61)	4.18	3.93	3.98
Average - All Majors (Advertising)	n/a	4.199 (11)	4.136	4.318	4.136
(Broadcast Journalism)	n/a	4.387 (18)	4.278	4.371	4.417
(Multimedia Journalism)	n/a	3.419 (16)	4.065	3.032	3.219
(Mass Communications)	n/a	n/a	n/a	n/a	n/a
(Public Relations)	n/a	4.132 (16)	4.219	4.031	4.129
(Visual Communications)	n/a	(see below)	(see below)	(see below)	(see below)
		<i>F=10.465, p < .01</i>	<i>n/s</i>	<i>F=16.536, p < .001</i>	<i>F=11.015, p < .001</i>

Qualitative Analysis: Capstone Projects/Portfolio Evaluations – Visual Communications

As mentioned above, faculty members in the Visual Communications program prefer to employ a qualitative analysis of student capstone projects. Each semester, they conduct a group review of the portfolios of each graduating senior in the major. This review is a factor in the final grade the student receives in JOUR 560 Capstone Portfolio Development. Student

portfolios consist of a presentation of work across three platforms: a printed book, a web site and an interactive, electronic book format on a tablet. Faculty assess the portfolios to ensure that students can demonstrate proficiency in meeting SJMC learning outcomes.

Here, we make efforts to draw parallels between the quantitative and qualitative analyses. For LO1, faculty evaluation is linked to audience research and the students' grounding in visual communication principles and theories. Evaluation of information graphics in particular shows most students succeeded in gathering information and translating quantitative and statistical concepts into visual representations for media consumers.

For measure 1 (grammar exam), criteria were not met. For measure 2 (internship evaluation), criteria were met. For the final measure, faculty members conduct a qualitative analysis which does not produce a numeric result, but wholistically, believe students met core expectations

Capstone Rubric

Use of Results

The SJMC is highly satisfied with the performance of our students as demonstrated by internship supervisor evaluations as well as evaluations of senior-level work by industry practitioners. Our students continue to prove themselves and their abilities in the *workplace* as well as through their work *product*.

The SJMC assessment team believes the newly-added Capstone Project Evaluation adds valuable information to our examination of learning outcomes. In addition to quantitative findings included in this report, practitioners also provided a wide range of remarks regarding capstone projects. We plan to provide those remarks to faculty members in each sequence to guide further curriculum decisions. The team plans to continue the measure's use in future years. In regards to the Visual Communication program's qualitative process, the portfolio review gives faculty the chance to assess the effectiveness of their curriculum in addressing our unit's six learning outcomes and has also frequently shaped their curriculum. For example, faculty members have added modules on headline and caption writing after seeing strong design work undermined by poorly written descriptions. They plan to continue that process in the future.

While we are pleased with results from these two measures, continued efforts are needed in regards to student performance on the diagnostic grammar exam. Sophomore-level students struggle mightily in this area. All students, regardless of major, demonstrated difficulty with subject-verb agreement (especially with collective nouns), successfully matching pronouns with their referents, and distinguishing between the nominative and objective cases for pronouns. The argument has been made that mass communication professionals no longer recognize any of these distinctions. In the future, the SJMC faculty must determine if we are to continue to hold students responsible for these points of standard usage or treat them as desirable but not essential.

SJMC Associate Professor Ernest Wiggins continues to take a leadership role in the administration of the test (as well as oversight of all our JOUR 291 sections). According to Mr. Wiggins, instructors are finding it difficult to deliver sufficient, targeted instruction in standard English usage within the time allotted for the course. As the course is primarily

designed to expose students to professional writing styles (for print, broadcast and public relations writing), not grammar, Wiggins is working to complete a separate intensive grammar module that would place that basic skills component into its own online, instructional unit. He hopes to have the unit online by Fall 2017.

The school's assessment committee is also considering another, different measure for use in this class. Specifically, we are examining the idea of a writing test using a shared prompt and grading rubric for all JOUR 291 sections. Grammar would be part of the evaluation but other professional practices for style and presentation would also be included.

While acknowledging that issues of student competency in writing go beyond what might be accomplished in a single course, we will stay vigilant in addressing student deficiencies and referring particularly to the University Writing Center and Student Success Center. That said, our data suggest that student writing reaches professional standards by the time they reach their senior year for most undergraduate majors.

In order to fully "close the loop" in the assessment process, the SJMC's assessment committee shared findings of this report, as well as suggestions for future changes to assessment methods, with the full SJMC faculty at a meeting in April, 2017. By sharing and discussing this report, we believe the SJMC faculty can continue to work collaboratively and diligently to improve, enhance and refine our measures and methods of assessment.

Learning Outcome 2.

Demonstrate the ability to think critically, creatively and independently; evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness.

CURRICULUM: JOUR 101, 203, 291, 346, 347, 446, 447, 448, 560

Measures and Criteria

The following measure is used to assess LO2:

- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice.
- Capstone Project/Portfolio Evaluation (direct measure): Using a shared rubric, industry professionals and faculty members evaluate content generated in SJMC capstone courses, examining final projects and/or professional portfolios for professional standards. A sample of work is selected from each sequence and industry practitioners from that field evaluate the work holistically. LO1, 2 and 5 are measured in this way.

Methods

The following describe the data collection methods associated with LO2:

- Internship Supervisor Evaluations are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey instruments are digitized, synthesized and evaluated at year's end.
- Capstone Project/Portfolio Evaluation: Beginning the 2016/2017 academic year, sequence heads from five SJMC majors (Advertising, Broadcast Journalism, Multimedia Journalism, Mass Communications, and Public Relations) were asked to provide a sample of senior-level student work for evaluation. Members of the school's advisory board – all industry practitioners – were asked to evaluate that work to determine whether it met industry standards. Each capstone project was evaluated by two members of the board. Evaluators examined the work on eight different industry standards that parallel LO1, LO2 and LO5. Each variable was measured on a Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Yes & No, (4) Agree, and (5) Strongly Agree. Once complete, responses are typed into an excel spreadsheet, then uploaded into Statistical Package for Social Sciences (SPSS) for analysis by the assessment team.

Results

The SJMC uses two direct measures to assess this learning outcome: Internships Supervisor Evaluations and Capstone Project Evaluations. As noted above, the latter measure was added in the 2016/2017 academic year to measure LO1, LO2, and LO5. It is the faculty's expectation that student scores exceed 4.0 on a five-point scale for both measures.

In regard to the Internship Supervisor Evaluations, in the 2016/2017 academic year, the mean score for all SJMC majors on LO2 was 4.74, more than a quarter point higher than the previous school year. There were no significant differences by major. Visual communications majors scored 4.63 (n = 8).

Table 2: Learning Outcome #2	2015/2016	2016/2017
Method of Assessment:	LO2 % (N)	LO2 % (N)
Internship Evaluations (All)	4.4 / 5 (133)	4.74 / 5 (91)
(Advertising)	4.4 (15)	4.64 (11)
(Broadcast Journalism)	4.22 (28)	4.83 (18)
(Multimedia Journalism)	4.57 (7)	5.0 (1)
(Mass Communications)	n/a	n/a
(Public Relations)	4.46 (61)	4.73 (52)
(Visual Communications)	4.38 (22)	4.63 (8)

Capstone Project Evaluation	LO2 - Combined	Thinks critically, creatively and	Meets prof. standards for accuracy	Meets prof. standards for fairness	Meets prof. standards for clarity & style
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			independen tly	& correctne ss		
Average - All Majors	n/a	3.91 (61)	3.97	4.01	3.97	3.77
(Advertising)	n/a	4.261 (11)	4.182	4.318	4.318	4.182
(Broadcast Journalism)	n/a	4.276 (18)	4.33	4.364	4.222	4.306
(Multimedia Journalism)	n/a	3.16 (16)	3.448	3.258	3.407	2.719
(Mass Communications)	n/a	n/a	n/a	n/a	n/a	n/a
(Public Relations)	n/a	3.993 (16)	3.9	4.156	3.974	3.938
(Visual Communications)	n/a	(see below)	(see below)	(see below)	(see below)	(see below)
		$F=16.806,$	$F=5.955, p$	$F=13.539,$	$F=5.957, p$	$F=16.806,$
		p		p		p

For our second direct measure, industry professionals evaluated 61 senior-level capstone projects and portfolios. On the whole, evaluators felt SJMC students demonstrated an ability to think critically, creatively and independently, and met professional standards for accuracy/correctness and fairness. The large majority of student projects also scored highly for clarity and style.

Again, Visual Communications faculty conduct, instead, a qualitative analysis of capstone projects for students in their sequence. In addition to visual material, student portfolios contain captions and headlines as well as more long-form narratives that accompany photo essays and other editorial layouts. Faculty critique student progress in meeting learning outcomes related to how well they describe and explain their work and adhere to standards of clarity, accuracy and style. They also have outside reviewers from the USC Career Center review portions of student portfolios for style, accuracy and tone. These findings might be considered equivalent to the findings described above as LO2.

For measure 1 (internship evaluation), criteria were met. No quantitative data are available for measure 2.

Use of Results

For the most part, the SJMC is satisfied with the large majority of students' performance for this learning outcome. Clearly, internship supervisors are pleased with our students' work while they're "in the field." And the Capstone Project Evaluation has added much-needed information for the assessment of LO2. In previous years, only one measure was used for this learning outcome.

As regards to the performance of multimedia journalism students on this new, second measure, the SJMC assessment team has reported the findings to faculty members within the sequence for further discussion and consideration. Some of those faculty members believed the evaluators – some of them "old-school, hard-nosed, green eyeshade print journalists" – gave students little leeway for minor errors (that might be overlooked by less rigorous evaluators). Others believe the low scores may be the result of older projects – produced during a time when different instructors and faculty members oversaw the capstone projects. As noted above, this year's analysis used portfolios and projects spanning four years (2012–2016) to pilot test the rubric. Two new faculty members are currently working with seniors in

their capstone courses. Or, it could be that student work simply did not reach expected professional standards. The assessment team looks forward to gathering additional data to help us put these findings into context in the future.

Learning Outcome 3.

Demonstrate an understanding the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society.

CURRICULUM: JOUR 101, 203, 291, 303, 560

Measures and Criteria

The following measures are used to assess LO3:

- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice
- SJMC Student Knowledge Pre-Test/Post-Test (direct measure): In previous years, the SJMC gauged student learning using a 50-item exam. The exam included questions for all six learning outcomes, including 13 items for LO3. Incoming students took it in an entry level course (JOUR 101, Mass Media & Society) then graduating seniors took the same test during their required capstone courses. Results from the two groups were then compared. Due to consistently low scores and concerns about the methodology, we eliminated the exam following the 2015/2016 school year. In the 2016/2017 academic year, we pilot-tested a new measure, deploying instead a 13-item test which students took in JOUR 101 (our Mass Media & Society course).

Methods

The following describe the data collection methods associated with LO3:

- Internship Supervisor Evaluations are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey instruments are digitized, synthesized and evaluated at year's end.
- SJMC Student Knowledge Pre-Test/Post-Test (direct measure): JOUR 101 is mandatory for all majors and is taught at a freshman/entry level. The assessment team worked closely with faculty to devise and deploy the instrument for the 2016/2017 academic year. Five questions focused on history, five on the role of journalism in society and three questions addressed diversity issues. The professor provided students a link enabling them to take the test online (via desktop, laptop or mobile phone), during the first week of the course and again at the end of the semester. Students received a completion grade for both tests. Data were downloaded into the Statistical Package for Social Sciences (SPSS) and analyzed by the SJMC assessment team. Results were then compared between time one and time two.

Results

The SJMC employs two direct measures to assess this learning outcome: an entry/exit exam and supervisor evaluations of student interns.

This year, the assessment team took a new tack with our entry/exit test. In previous years, we gauged student learning using a 50-item exam. The exam included questions for all six learning outcomes, including 13 items for LO3. Incoming students took it in an entry level course (JOUR 101, Mass Media & Society) then graduating seniors took the same test during their required capstone courses. Results from the two groups were then compared. As noted above, due to consistently low scores and concerns about the methodology, we eliminated the exam following the 2015/2016 school year.

This academic year, a new quantitative measure was pilot-tested for LO3. To measure student learning, we deployed a 13-item test which students took in our Mass Media & Society course. JOUR 101 is mandatory for all majors and is taught at a freshman/entry level. The assessment team worked closely with faculty to devise and deploy the instrument. Five questions focused on history, five on the role of journalism in society and three questions addressed diversity issues. Students answered the questions during the first week of the course and again at the end of the semester. Results were then compared.

Overall, data show student learning did take place. More than one hundred students took the test in the Spring of 2017. Scores rose, on average, 15.4% from time one to time two. The mean score for all students at the end of the semester was 71.2% (n=119), above minimum expectations of 70%. The mean score for visual communications majors was 74.62% (n=10). There were no significant differences by major.

Table 3: Learning Outcome #3

	2015/2016	2016/2017	LO3 -		
Method of Assessment:	LO3 % (N)	Combined	History	Role	Diversity
Entry score (Incoming-All)	57.71 (211)	55.8 (112)	54.29	48.93	69.64
Exit score (Outgoing-All)	73.67 (213)	71.2 (119)	69.75	70.76	74.51
(Percentage Change)	↑15.96 %	↑15.40 %	↑15.46	↑21.83	↑4.87
(Advertising)	74.28 (33)	71.8 (15)	76.00	66.67	73.30
(Broadcast Journalism)	74.82 (22)	66.15 (5)	68.00	72.00	53.30
(Multimedia Journalism)	79.23 (10)	82.05 (3)	80.00	80.00	88.90
(Mass Communications)	n/a	68.27 (8)	60.00	72.50	75.00
(Public Relations)	73.47 (126)	69.93 (22)	63.64	70.00	80.30
(Visual Communications)	70.28 (22)	74.62 (10)	76.00	74.00	73.30
(minor/other)	-	71.08 (56)	-	-	-
Internship Evaluations (All)	4.54 / 5 (133)	4.63 (60)			
(Advertising)	4.63 (15)	4.17 (6)			
(Broadcast Journalism)	4.53 (28)	4.79 (14)			
(Multimedia Journalism)	4.17 (7)	4.0 (1)			
(Mass Communications)	n/a	5.0 (1)			
(Public Relations)	4.55 (61)	4.64 (36)			
(Visual Communications)	4.71 (22)	5.0 (2)			

Students also fared well on this learning outcome when evaluated by their internship supervisors. Although not measured as individual elements, supervisors agreed, holistically, that students “demonstrated an understanding of the history of journalism and mass communications, the diversity of groups in a global society... and the role of journalism and mass communications in society.”

60 of 92 supervisors evaluated student interns on LO3. The remaining employers either did not answer for this learning outcome or selected the “not applicable” option. The mean score for all majors on this outcome was 4.63 on a five-point scale, well above the minimum standard of 4.0 established by SJMC faculty. Visual communications majors had a mean score of 5.0 (n=2).

Criteria were met on both measures.

Use of Results

The SJMC is generally satisfied with the performance of our students on this learning outcome as demonstrated by supervisor evaluations and the entry/exit test, although we would like to see stronger results from the entry/exit exam.

To that end, in the 2017/2018 academic year, the assessment team plans to make several refinements to this new. First, we hope to work closely with SJMC faculty to revise the instrument to include more challenging questions, particularly for the diversity element of the test. Second, we want to be sure all elements of this test are actually taught in every section of the course. As new and different faculty members will be teaching the course in the Fall 2017 semester, it will be paramount that all academic areas are addressed equally by those faculty members. Third, instead of conducting the test through the web-based Qualtrics program, we plan to test the instrument through the University’s Blackboard system, so students can see their results instantly and, perhaps, use them to prepare for final exams in their classes. Finally, we plan to make the post-test count for a grade instead of a completion assignment. Data show that many student rushed through the test because, in this pilot year, there was no penalty associated with doing poorly. Some students took fewer than 30 seconds to complete it and got 0-3 questions correct.

Despite the needed changes, the SJMC assessment team feels confident that this new measure improves upon the previous one and expect stronger student learning outcomes with future refinements.

Learning Outcome 4.

Demonstrate an understanding of the ethical concepts, legal implications, considerations and practices that guide the mass media professions.

CURRICULUM: JOUR 101, 203, 291, 303, 560

Measures and Criteria

The following measures are used to assess LO4:

- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students’ performance on the job as well as their ability to demonstrate core values and competencies in the

workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice.

- SJMC Student Knowledge Pre-Test/Post-Test (direct measure): In previous years, the SJMC gauged student learning using a 50-item exam. The exam included questions for all six learning outcomes, including eight items for LO4. Incoming students took it in an entry level course (JOUR 101, Mass Media & Society) then graduating seniors took the same test during their required capstone courses. Results from the two groups were then compared. Due to consistently low scores and concerns about the methodology, we eliminated the exam this year. In the 2016/2017 academic year, we pilot-tested a new measure, deploying instead a 10-item test which students took in JOUR 303 (our Media Law & Ethics course).

Methods

The following describe the data collection methods associated with LO4:

- Internship Supervisor Evaluations are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey instruments are digitized, synthesized and evaluated at year's end.
- SJMC Student Knowledge Pre-Test/Post-Test (direct measure): JOUR 303 is mandatory for all majors and is taught at a junior level. The assessment team worked closely with faculty members to devise and deploy the instrument for the 2016/2017 academic year. Professors provided students a link enabling them to take the test online (via desktop, laptop or mobile phone), during the first week of the course and again at the end of the semester. Students received a completion grade for both tests. Data were downloaded into the Statistical Package for Social Sciences (SPSS) and analyzed by the SJMC assessment team. Results were then compared between time one and time two.

Results

The SJMC employs two direct measures to assess this learning outcome: an entry/exit test and supervisor evaluations of student interns.

As is the case of LO3, this academic year, we tried a new approach with our entry/exit test for LO4. Last year's 50-item exam included eight items for LO4, but due to low scores, we created a new instrument and deployed a new methodology this time around. We were especially concerned with results on the law portion of last year's test when the mean score for graduating seniors was 60.33%, nearly 10% below minimum standards. Such scores made us wonder whether the questions themselves were bad, whether our method of data collection was bad, or whether students simply weren't learning the concepts to begin with (or were unable to retain the information through to graduation).

This year, to measure student learning, we started at the beginning. We deployed a 10-item test our Media Law & Ethics course (JOUR 303). The course is required for all majors. Our assessment team worked closely with the SJMC's two new, full-time faculty to devise and deploy a new instrument. Faculty distributed the pre-test during the first two weeks of class and the post-test during the last week of the class. Results were then compared.

Overall, data show student learning *did* take place. More than one hundred students took the test in the Spring of 2017. Scores rose by 16% over the course of the semester. Nonetheless, scores remained more than 8% below the minimum standard set by faculty. The mean score for all students at the end of the semester was only 61.5% (n=244). The mean score for visual communications majors was slightly higher, at 65.0% (n=18), but those differences were not statistically significant.

Table 4: Learning Outcome

#4	2015/2016	2016/2017
Method of Assessment:	LO4 % (N)	LO4 % (N)
Entry score (Incoming-All)	44.79 (211)	45.5 (226)
Exit score (Outgoing-All)	60.33 (213)	61.5 (244)
(Percentage Change)	↑15.54 %	↑16%
(Advertising)	62.11 (33)	62.25 (40)
(Broadcast Journalism)	59.09 (22)	63.82 (34)
(Multimedia Journalism)	63.75 (10)	65.0 (12)
(Mass Communications)	n/a	70.77 (13)
(Public Relations)	60.23 (126)	58.97 (58)
(Visual Communications)	57.96 (22)	65.0 (18)
(minor/other)	-	56.98 (69)
Internship Evaluations (All)	4.53 / 5 (133)	4.73 (71)
(Advertising)	4.64 (15)	4.25 (4)
(Broadcast Journalism)	4.29 (28)	4.76 (17)
(Multimedia Journalism)	4.29 (7)	4.0 (1)
(Mass Communications)	n/a	4.5 (2)
(Public Relations)	4.67 (61)	4.78 (41)
(Visual Communications)	4.54 (22)	4.83 (6)

Results are much better when our second direct measure is considered. Supervisor evaluations demonstrate that SJMC students are doing quite well on LO4 while in the workplace. 71 of 92 supervisors answered this question. As shown in Table 4, in the 2016/2017 academic year, the mean score for all SJMC majors was 4.73 out of 5, well above minimum expectations. There were no significant differences by major. Visual communications majors scored 4.83 (n = 6).

For measure 1 (pre/post test), criteria were not met. For measure 2 (internship evaluation), criteria were met.

Use of Results

While satisfied with the performance of students in the workplace (as witnessed and evaluated by their supervisors), results of the entry/exit exam continue to be cause for concern. Readers should refer to the detailed discussion of this matter in LO3's "Use of Results" section, which lay out plans for revising this assessment measure in the future.

Learning Outcome 5.

Demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.

CURRICULUM: JOUR 346, 347, 446, 447, 448, 449, 560

Measures and Criteria

The following measure is used to assess LO5:

- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice.
- Capstone Project/Portfolio Evaluation (direct measure): Using a shared rubric, industry professionals and faculty members evaluate content generated in SJMC capstone courses, examining final projects and/or professional portfolios for professional standards. A sample of work is selected from each sequence and industry practitioners from that field evaluate the work holistically. LO1, 2 and 5 are measured in this way.

Methods

The following describe the data collection methods associated with LO5:

- Internship Supervisor Evaluations are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey instruments are digitized, synthesized and evaluated at year's end.
- Capstone Project/Portfolio Evaluation: Beginning the 2016/2017 academic year, sequence heads from five SJMC majors (Advertising, Broadcast Journalism, Multimedia Journalism, Mass Communications, and Public Relations) were asked to provide a sample of senior-level student work for evaluation. Members of the school's advisory board – all industry practitioners – were asked to evaluate that work to determine whether it met industry standards. Each capstone project was evaluated by two members of the board. Evaluators examined the work on eight different industry standards that parallel LO1, LO2 and LO5. Each variable was measured on a Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Yes & No, (4) Agree, and (5) Strongly Agree. Once complete, responses are typed into an excel spreadsheet, then uploaded into Statistical Package for Social Sciences (SPSS) for analysis by the assessment team.

Results

The SJMC uses two direct measures to assess this learning outcome: Internships Supervisor Evaluations and the Capstone Project Evaluation. It is the faculty's expectation that student scores exceed 4.0 on a five-point scale for both measures.

In 2016/2017 academic year, 86 of 92 supervisors evaluated student interns on LO5. The mean score for all SJMC majors by their internship supervisors was 4.76, well above the minimum 4.0 standard set by the SJMC faculty. There were no significant differences by major. Visual communications majors scored 4.88 (n = 8).

Table 5: Learning Outcome

#5	2015/2016	2016/2017
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Method of Assessment:	LO5 % (N)	LO5 % (N)
Internship Evaluations (All)	4.58 / 5 (133)	4.76 (86)
(Advertising)	4.46 (15)	4.70 (10)
(Broadcast Journalism)	4.57 (28)	4.83 (18)
(Multimedia Journalism)	4.67 (7)	4.0 (1)
(Mass Communications)	n/a	5.0 (1)
(Public Relations)	4.64 (61)	4.73 (48)
(Visual Communications)	4.48 (22)	4.88 (8)
Capstone Project Evaluation	n/a	LO5 % (N)
Average - All Majors	n/a	3.77 (61)
(Advertising)	n/a	3.864 (11)
(Broadcast Journalism)	n/a	4.361 (18)
(Multimedia Journalism)	n/a	2.938 (16)
(Mass Communications)	n/a	n/a
(Public Relations)	n/a	3.893 (16)
(Visual Communications)	n/a	(see below)

$F=11.253, p$

Scores were somewhat lower when professionals evaluated senior-level student work – a new measure employed in the 2016/2017 academic year.

Industry practitioners were asked whether each capstone project, taken as a whole, meets professional standards for production, editing and presentation of content in their respective industries. This learning outcome was measured as a single variable (versus multiple elements). Professionals evaluated student work on a five-point Likert scale. Answer options included: Strongly Disagree (1), Disagree (2), Yes & No (3), Agree (4), and Strongly Agree (5).

The overall mean for Capstone Project evaluations was 3.77. Although this number is below the 4.0 level expected by faculty members, professionals felt the projects met at least some industry goals for LO5. Advertising students scored 3.864 on this measure (n=11). Significant differences were found again between majors, with multimedia journalism projects scoring slightly below 3 out of 5. In other words, practitioners believed the projects demonstrated students' abilities to meet some industry standards, but not others.

Qualitative Analysis: Capstone Projects/Portfolio Evaluations – Visual Communications

The portfolio reviews have revealed that Vis Com students are generally very capable in terms technology and creative learning outcomes. They demonstrate a strong mastery of software such as the Adobe Creative Suite and they are capable of designing, coding and publishing functional, aesthetically pleasing web sites and eBook portfolios. They typically demonstrate a strong sense of branding and knowledge of how to position themselves and their work. These findings might be considered equivalent to the quantitative findings described above.

For measure 1 (internship evaluation), criteria were met. No quantitative data are available for measure 2.

Use of Results

The SJMC is satisfied with the performance of our students on this learning outcome as demonstrated by supervisor evaluations. We also believe the capstone evaluation process is extremely valuable for our program. Having industry practitioners review the work of our students helps us gauge their readiness for the workplace. Although we'd like to see scores on this variable reach or exceed the 4.0 level, they are approaching that benchmark. It is, perhaps, not surprising that professionals see elements of student work not *quite yet* meeting industry standards.

In addition to quantitative findings included in this report, practitioners provided a wide range of remarks regarding capstone projects. We plan to provide those remarks to faculty members in each sequence to guide further curriculum decisions.

The SJMC assessment committee believes this measure remains useful to identifying student strengths and weaknesses in LO1, LO2 and LO5. We recommend the continued use of this measure, as is, in the future.

Learning Outcome 6.

Apply basic numerical and statistical concepts and methods appropriate for the communications professions.

CURRICULUM: JOUR 203, 347, 446, 560

Measures and Criteria

The following measures are used to assess LO6:

- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice.

Methods

The following describe the data collection methods associated with LO6:

- Internship Supervisor Evaluations are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey instruments are digitized, synthesized and evaluated at year's end.

Results

The SJMC uses a single direct measure to assess this final learning outcome: Internship Supervisor Evaluations.

Overall, SJMC majors scored well on LO6 (4.66 out of 5). 57 of 92 supervisors rated their interns on this measure. There were no significant differences by major. Visual communications majors scored 4.67 (n = 3).

Table 6: Learning Outcome

#6	2015/2016	2015/2016
Method of Assessment:	LO6 % (N)	LO6 % (N)
Internship Evaluations (All)	4.61 / 5 (133)	4.65 (57)
(Advertising)	4.63 (15)	4.60 (5)
(Broadcast Journalism)	4.53 (28)	4.77 (13)
(Multimedia Journalism)	4.33 (7)	4.0 (1)
(Mass Communications)	n/a	n/a
(Public Relations)	4.66 (61)	4.61 (36)
(Visual Communications)	4.67 (22)	4.67 (3)

On this measure, criteria were met.

Use of Results

The SJMC is generally satisfied with the performance of our students on this learning outcome as demonstrated by supervisor evaluations. Therefore, no changes to curriculum are recommended at this time.

II FUTURE ASSESSMENT PLAN FOR 2017 - 2018

Mission Statement

The mission of the School of Journalism and Mass Communications is to improve and strengthen the societal roles of the professions of journalism and mass communications by:

- providing an undergraduate instruction within a liberal arts context that leads to a bachelor's degree in journalism and mass communications and prepares students for an increasingly multinational, multicultural professional work environment.
- providing graduate instruction, leading to the master's and Ph.D. degrees, that prepares students for leadership and management roles in the journalism and mass communications professions and in the professorate.
- educating students, both majors and those in disciplines outside the School, about roles in the journalism and mass communications professions and in the professorate.
- educating students, both majors and those in disciplines outside the School, about the roles and functions of the mass media and of mass communications industries so that they can be informed consumers of information.
- adding to the body of knowledge for the professions and for the general public through research, scholarship and creative professional activity.
- providing service to journalism instruction at the middle and high school levels in South Carolina and the Southeast, and to journalism and mass communications professions in South Carolina and at the regional, national, and international levels through such activities as

continuing education programs, workshops and constructive commentary on current media, advertising and public relations practices.

Goal 1.

Students should be prepared for an increasingly multinational and multicultural professional work environment in an evolving media landscape.

Vis Comm Curriculum Map

Curriculum

Courses in the curriculum are associated with specific learning outcomes, and cited throughout the report. See also attached Curriculum Map for SJMC Visual Communications majors.

Learning Outcome 1.

Demonstrate the ability to conduct research, gather information, write clearly and correctly and present relevant news or persuasive information at a professional level.

CURRICULUM: JOUR 203, 291, 303, 346, 347, 446, 447, 448, 449, 560

Measures and Criteria

- Grammar Exam (direct measure): Students enrolled in JOUR 291, our introductory writing course that is required across majors, take a diagnostic grammar and writing exam twice during the course. The first administration of the exam takes place before concentrated teaching of grammar, spelling and style. The second administration of the exam takes place after this instruction and is a direct measure of accomplishment and learning. The SJMC faculty has not identified a standard of performance for scores from incoming students because this information is used primarily as a baseline measure of what incoming students actually know. It is our expectation that the mean score for all students on the *post*-test should be at least 70%.
- Internship Supervisor Evaluation (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.
- Capstone Project/Portfolio Evaluation (direct measure): Using a shared rubric, industry professionals from advertising, public relations, multimedia journalism, broadcast journalism, visual communications and mass communications evaluate content generated in SJMC capstone courses, examining final projects and/or professional portfolios for professional standards in their respective fields. LO1, LO2 and LO5 are measured in this way. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.

Capstone Rubric LO1, LO2, LO5

Methods

- Diagnostic Grammar Exams are given by every faculty member in every JOUR 291 course. Pre/post data are submitted to the assessment team, synthesized and evaluated at the end of each academic year.
- Internship Supervisor Evaluation are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each

semester and submit those surveys to our assessment team. Survey results are synthesized and analyzed by team members using the Statistical Package for Social Sciences (SPSS).

- Capstone Project/Portfolio Evaluation: Each year, SJMC sequence heads provide a sample of senior-level student work for evaluation. The work was produced during both the Fall and Spring semesters of the preceding academic year. Industry practitioners on the SJMC Advisory Board evaluate that work to determine whether it meet industry standards in their respective fields. Each project is evaluated by at least two members of the board. Evaluators examine the work on eight standards that parallel LO1, LO2 and LO5. Each variable is measured on a Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Yes & No, (4) Agree, and (5) Strongly Agree. Once complete, responses are typed into an excel spreadsheet, then uploaded into Statistical Package for Social Sciences (SPSS) for analysis by the assessment team.
- The SJMC Assessment Committee is responsible for aggregating, analyzing, storing and sharing the data for all direct measures listed above. The Committee Chair shares results with the SJMC faculty at least once per year, typically during an open faculty meeting where all faculty members can raise questions and discuss results. During the annual reporting of results, the Assessment Committee also discusses proposed revisions and/or additions to assessment measures. In cases where student performance does not meet minimum faculty expectations, the Assessment Committee shares more detailed data with sequence heads (including individual item analysis and open-ended responses by evaluators), working to address concerns and/or establish curricular changes needed to enhance student performance on those learning outcomes.

Learning Outcome 2.

Demonstrate the ability to think critically, creatively and independently; evaluate their own work and the work of others for accuracy, fairness, clarity, style and correctness.

CURRICULUM: JOUR 101, 203, 291, 346, 347, 446, 447, 448, 560

Measures and Criteria

- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.
- Capstone Project/Portfolio Evaluation (direct measure): Using a shared rubric, industry professionals from advertising, public relations, multimedia journalism, broadcast journalism, visual communications and mass communications evaluate content generated in SJMC capstone courses, examining final projects and/or professional portfolios for professional standards in their respective fields. LO1, LO2 and LO5 are measured in this way. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.

Methods

- Internship Supervisor Evaluation are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey results are synthesized and analyzed by team members using the Statistical Package for Social Sciences (SPSS).
- Capstone Project/Portfolio Evaluation: Each year, SJMC sequence heads provide a sample of senior-level student work for evaluation. The work was produced during both the Fall and Spring semesters of the preceding academic year. Industry practitioners on the SJMC Advisory Board evaluate that work to determine whether it meet industry standards in their respective fields. Each project is evaluated by at least two members of the board. Evaluators examine the work on eight standards that parallel LO1, LO2 and LO5. Each variable is measured on a Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Yes & No, (4) Agree, and (5) Strongly Agree. Once complete, responses are typed into an excel spreadsheet, then uploaded into Statistical Package for Social Sciences (SPSS) for analysis by the assessment team.
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Learning Outcome 3.

Demonstrate an understanding the history of journalism and mass communications, the diversity of groups in a global society in relationship to communications and the role of journalism and mass communications in society.

CURRICULUM: JOUR 101, 203, 291, 303, 560

Measures and Criteria

- SJMC Student Knowledge Pre-Test/Post-Test (direct measure): The SJMC gauges student learning for this outcome using a measure first pilot-tested in the 2016/2017 academic year, then further refined in 2017/2018. Students in JOUR 101 (our Mass Media & Society course) take a test – once during the first week of the course and again during the last week of the semester – which examines their knowledge about journalism and mass communication history, the role of journalism in society, and diversity concerns. It is the faculty's expectation that the mean score for all students on the *post*-test should be at least 70%.
- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective

fields of practice. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.

Methods

- SJMC Student Knowledge Pre-Test/Post-Test (direct measure): JOUR 101 is mandatory for all majors and is taught at a freshman/entry level. The assessment team works closely with faculty members to devise and deploy the instrument in all sections of the course. During the first week of class, professors provide students a link enabling them to take the test online (via desktop, laptop or mobile phone). The test consists of both true-false and multiple-choice questions. Students take the test again at the end of the course, receiving a completion grade for the first test and an actual score for the second test. Data are downloaded into the Statistical Package for Social Sciences (SPSS) and analyzed by SJMC Assessment Committee members. Results are then compared between time one and time two.
- Internship Supervisor Evaluation are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey results are synthesized and analyzed by team members using the Statistical Package for Social Sciences (SPSS).
- The SJMC Assessment Committee is responsible for aggregating, analyzing, storing and sharing the data for all direct measures listed above. The Committee Chair shares results with the SJMC faculty at least once per year, typically during an open faculty meeting where all faculty members can raise questions and discuss results. During the annual reporting of results, the Assessment Committee also discusses proposed revisions and/or additions to assessment measures. In cases where student performance does not meet minimum faculty expectations, the Assessment Committee shares more detailed data with sequence heads (including individual item analysis and open-ended responses by evaluators), working to address concerns and/or establish curricular changes needed to enhance student performance on those learning outcomes.

Learning Outcome 4.

Demonstrate an understanding of the ethical concepts, legal implications, considerations and practices that guide the mass media professions.

CURRICULUM: JOUR 101, 203, 291, 303, 560

Measures and Criteria

- SJMC Student Knowledge Pre-Test/Post-Test (direct measure): The SJMC gauges student learning for this outcome using a measure first pilot-tested in the 2016/2017 academic year, then further refined in 2017/2018. Students in JOUR 101 (our Mass Media & Society course) take a test – once during the first week of the course and again during the last week of the semester – which examines their knowledge about journalism and mass communication history, the role of journalism in society, and diversity concerns. It is the faculty's expectation that the mean score for all students on the *post*-test should be at least 70%.
- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and

communications professionals believe our students are prepared for their respective fields of practice. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.

Methods

- SJMC Student Knowledge Pre-Test/Post-Test (direct measure): JOUR 303 is mandatory for all majors and is taught at a junior level. The assessment team works closely with faculty members to devise and deploy the instrument in all sections of the course. During the first week of class, professors provide students a link enabling them to take the test online (via desktop, laptop or mobile phone). The test consists of both true-false and multiple-choice questions. Students take the test again at the end of the course. They receive a completion grade for the first test and an actual score for the second test. Data are downloaded into the Statistical Package for Social Sciences (SPSS) and analyzed by the SJMC assessment team. Results are then compared between time one and time two.
- Internship Supervisor Evaluation are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey results are synthesized and analyzed by team members using the Statistical Package for Social Sciences (SPSS).
- The SJMC Assessment Committee is responsible for aggregating, analyzing, storing and sharing the data for all direct measures listed above. The Committee Chair shares results with the SJMC faculty at least once per year, typically during an open faculty meeting where all faculty members can raise questions and discuss results. During the annual reporting of results, the Assessment Committee also discusses proposed revisions and/or additions to assessment measures. In cases where student performance does not meet minimum faculty expectations, the Assessment Committee shares more detailed data with sequence heads (including individual item analysis and open-ended responses by evaluators), working to address concerns and/or establish curricular changes needed to enhance student performance on those learning outcomes.

Learning Outcome 5.

Demonstrate the ability to apply tools and technologies appropriate for the production, editing and presentation of visual, aural, textual or other media content.

CURRICULUM: JOUR 346, 347, 446, 447, 448, 449, 560

Measures and Criteria

- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.
- Capstone Project/Portfolio Evaluation (direct measure): Using a shared rubric, industry professionals from advertising, public relations, multimedia journalism, broadcast journalism, visual communications and mass communications evaluate content generated in SJMC capstone courses, examining final projects and/or

professional portfolios for professional standards in their respective fields. LO1, LO2 and LO5 are measured in this way. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.

Methods

- Internship Supervisor Evaluation are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey results are synthesized and analyzed by team members using the Statistical Package for Social Sciences (SPSS).
- Capstone Project/Portfolio Evaluation: Each year, SJMC sequence heads provide a sample of senior-level student work for evaluation. The work was produced during both the Fall and Spring semesters of the preceding academic year. Industry practitioners on the SJMC Advisory Board evaluate that work to determine whether it meet industry standards in their respective fields. Each project is evaluated by at least two members of the board. Evaluators examine the work on eight standards that parallel LO1, LO2 and LO5. Each variable is measured on a Likert scale: (1) Strongly Disagree, (2) Disagree, (3) Yes & No, (4) Agree, and (5) Strongly Agree. Once complete, responses are typed into an excel spreadsheet, then uploaded into Statistical Package for Social Sciences (SPSS) for analysis by the assessment team.
- The SJMC Assessment Committee is responsible for aggregating, analyzing, storing and sharing the data for all direct measures listed above. The Committee Chair shares results with the SJMC faculty at least once per year, typically during an open faculty meeting where all faculty members can raise questions and discuss results. During the annual reporting of results, the Assessment Committee also discusses proposed revisions and/or additions to assessment measures. In cases where student performance does not meet minimum faculty expectations, the Assessment Committee shares more detailed data with sequence heads (including individual item analysis and open-ended responses by evaluators), working to address concerns and/or establish curricular changes needed to enhance student performance on those learning outcomes.

Learning Outcome 6.

Apply basic numerical and statistical concepts and methods appropriate for the communications professions.

CURRICULUM: JOUR 203, 347, 446, 560

Measures and Criteria

- Internship Supervisor Evaluations (direct measure): As part of our normal evaluation of interns from the school, employers are asked to assess our students' performance on the job as well as their ability to demonstrate core values and competencies in the workplace. Each learning outcome is measured separately. These data help us to accumulate outside opinion about the extent to which prospective employers and communications professionals believe our students are prepared for their respective fields of practice. It is the faculty's expectation that the mean score for all students meets or exceeds 4.0 on a five-point scale.

Methods

- Internship Supervisor Evaluation are required for all students who complete an internship for course credit. Faculty members gather the reports at the end of each semester and submit those surveys to our assessment team. Survey results are synthesized and analyzed by team members using the Statistical Package for Social Sciences (SPSS).
- The SJMC Assessment Committee is responsible for aggregating, analyzing, storing and sharing the data for all direct measures listed above. The Committee Chair shares results with the SJMC faculty at least once per year, typically during an open faculty meeting where all faculty members can raise questions and discuss results. During the annual reporting of results, the Assessment Committee also discusses proposed revisions and/or additions to assessment measures. In cases where student performance does not meet minimum faculty expectations, the Assessment Committee shares more detailed data with sequence heads (including individual item analysis and open-ended responses by evaluators), working to address concerns and/or establish curricular changes needed to enhance student performance on those learning outcomes.