

# Assessment: Assessment Unit Four Column



## Program Assessment - Communication/Journalism (BA)

**Mission:** The mission of the Communication/Journalism Department is to prepare students for careers in journalism, communications and related fields and for graduate study.

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**College:** Arts & Sciences

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
<p><b>Freedom of Speech and Press -</b> Students will understand and apply the principles and laws of freedom of speech and press. <b>Outcome Status:</b> Active <b>Planned Assessment Cycle:</b> 2016 - 2017</p>	<p>a. In COM 345, all students complete a written comparison and evaluation of freedom of speech/press policies and actions between the US and two additional countries. <b>Criterion:</b> 75% of students will be judged adequate or better on the scoring rubric. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 39/39 students scored 70% or above. Average score was 86.4. (12/20/2017)</p>	<p><b>Use of Results:</b> This assignment has been used successfully for several years, and we intend to continue using it in future semesters. We find it useful in helping students better appreciate the freedoms granted to Americans by the First Amendment and in helping them develop a global perspective on communication. At a time when freedom of the press and freedom of speech have been under attack or taken for granted, this assignment helps students understand the urgency of protecting these constitutional rights. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Spring 2015: 34 out of 35 students (97%) scored a C grade or better on the scoring rubric. (04/28/2016)</p>	<p><b>Use of Results:</b> a. Criteria met. This was the first time that this assessment tool had been used, As suggested in last year's review, the course was adjusted to provide students with more practical exposure to applying the</p>

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			<p>principles of the First Amendment prior to assessing their knowledge in this exercise.</p> <p>Also, a template of comparison questions (from Freedom House.org) was reviewed in class and provided to all students on D2L. This practice will be continued and shared with all future instructors of the course as it allowed all students the opportunity to provide uniform and thorough comparisons.</p>
	<p>b. As reported by the ACEJMC internship supervisor evaluation form</p> <p><b>Criterion:</b> 75% of students will be judged adequate or better on the application of proper legal principles. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Criteria Met</p> <p>10/10 (100%) of summer 2017 interns received adequate or better evaluation (12/20/2017)</p>	<p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015</p> <p><b>Conclusion:</b> Criteria Met</p> <p>b. Sum 2015: 5 out of 5 of interns (100%) demonstrated competency. Six evaluators responded N/A. (04/28/2016)</p>	<p><b>Use of Results:</b> b. Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (04/28/2016)</p>
	<p>c. As reported by the Senior Exit Survey</p> <p><b>Criterion:</b> 75% of students will report having a working knowledge of communication law. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Criteria Met</p> <p>88% of students (7/8) scored a 75% or better on the scoring rubric. (12/20/2017)</p>	<p><b>Use of Results:</b> The course was adjusted to provide students with more practical exposure to applying the principles of the First Amendment prior to assessing their knowledge in this exercise. An additional module of country comparisons was added. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015</p> <p><b>Conclusion:</b> Criteria Met</p> <p>c. Spring 2015: results from the Senior Exit Surveys showed that 24 out of 26 (92%) of all seniors reported a working knowledge of communication law. (04/28/2016)</p>	<p><b>Use of Results:</b> c. Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (04/28/2016)</p>
	<p>d. As reported by the Alumni Survey</p>	<p><b>Reporting Period:</b> 2016 - 2017</p>	<p><b>Use of Results:</b> Self-reported</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	<p><b>Criterion:</b> 75% of respondents will report having received adequate or significant working knowledge of communication law. (indirect)</p>	<p><b>Conclusion:</b> Criteria Met Results from the Alumni Survey showed that 16 out of 16 (100%) of respondents reported having received a working knowledge of communication law (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Inconclusive d. No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (04/28/2016)</p>	<p>results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)</p>
<p><b>Shaping Communications</b> - Students will demonstrate an understanding of the history of professionals and institutions in shaping communications. <b>Outcome Status:</b> Active <b>Planned Assessment Cycle:</b> 2016 - 2017</p>	<p>a. In COM 111, students are required to complete parts A (History) and B (Development &amp; Roles of a Media Company/Key Personnel) of the Oral History Project. <b>Criterion:</b> 75% of students will be judged adequate or better on the scoring rubric. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 31/37 (84%) achieved competency. Of 37 students in one section of COM 111 in Fall 2016, only 6 earned a failing grade for the project. Eleven students earned grades in the A/A- range, 17 in the B+/B/B- range, and 3 in the C+/C range. No students earned D grades. In all, 28 students—a little more than ¾ of the class—earned grades in the A and B range. (12/20/2017)</p>	<p><b>Use of Results:</b> Creating A and B parts to the assignment was again very positively received and faculty/reviewers recommended its retention along with samples of previous projects. Will continue to devote more time in class discussing research process and strategies for finding appropriate sources; will review library's website info with class. Will also continue to schedule class session at library with a staff presentation (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met a. Winter 2014: Average rubric score was a 40/50, with 15 out of 16 students (94%) scoring adequate or better than the threshold. (04/28/2016)</p>	<p><b>Use of Results:</b> a. Criteria met. Creating A and B parts to the assignment, as suggested in the last review, was very positively received and faculty/outside reviewers recommended its retention. A template of questions to use was also provided on D2L and reviewed with students in class. A sample of a completed student submission will be retained and provided to students for future sections of the course. (04/28/2016)</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	<p>b. As reported by the ACEJMC internship supervisor evaluation form,  <b>Criterion:</b> 75% of students will be judged adequate or better on their understanding of the history of professionals and institutions in shaping communications. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            10 out of 10 (100%) demonstrated competency. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            b. Summer 2015: 8 out of 8 (100%) demonstrated competency. Three evaluators responded N/A. (04/28/2016)</p>	<p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> b. Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (04/28/2016)</p>
	<p>c. As reported by the Senior Exit Survey  <b>Criterion:</b> 75% of students will report having a working knowledge of the history of professionals and institutions in shaping communications. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            47 of the 57 respondents (82%) reported having a working knowledge of mass communication history. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            c. Spring 2015: 23 of the 26 respondents (88%) reported having a working knowledge of mass communication history. (04/28/2016)</p>	<p><b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> c. Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (04/28/2016)</p>
	<p>d. As reported by the Alumni Survey  <b>Criterion:</b> 75% of respondents will report having received adequate or significant working knowledge of the history of professionals and institutions in shaping communications. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            Results from the Alumni Survey showed that 15 out of 16 (94%) of respondents reported having received a working knowledge of the history of professionals and institutions in shaping communications (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Inconclusive            d. No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (04/28/2016)</p>	<p><b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)</p>
<p><b>Diversity in Communications -</b>            Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to</p>	<p>Use of a media framing exploratory content analysis project in COM 245.  <b>Criterion:</b> 75% of students will achieve a grade of C or better on scoring rubric. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            37 out of 39 students (95%) attained the 75% threshold on this case study assignment. There were 35 As, 2 B's, and 2 F's on the assessment. The average score was an 90, which was four points higher than the last two years.</p>	<p><b>Use of Results:</b> Based on comments from the outside reviewers and C/J faculty members last October, this TV Program Analysis Project was used</p>

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<p>mass communications.  <b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2016 - 2017</p>		<p>(12/20/2017)</p>	<p>again this fall semester in the course. Unlike in previous years, the instructions and coding sheets were reviewed in class and a sample coding of a TV program was conducted in class with the students. Students worked in pairs to help each other code the 30-minute program. Then, the program and the results of the coding were reviewed via a Q&amp;A session. We believe all of the parts of the assessment were well-designed and adequately allowed students to demonstrate an understanding of the coding categories and the procedures necessary for proper coding. Many students commented that they enjoyed the experience - from viewing and charting programs to uncovering messages and intentions. The assignment certainly improved the media literacy evaluation skills of the students.</p> <p>We definitely recommend retaining the assessment as is and continuing to use an entire class session to review the coding documents, perform an actual coding session and reviewing the results. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            Spr 2014: 34 out of 39 students (87%) attained the 75% threshold on this case study assignment. Mean score was an 83%. Range of scores was 72% to 96%. Overall, students</p>	<p><b>Use of Results:</b> Criteria met. Course instructor and dept. faculty agree that a smaller preliminary content analysis exercise (started and reviewed in</p>

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	<p>As reported by the ACEJMC internship supervisor evaluation form</p> <p><b>Criterion:</b> 75% of students will be judged adequate or better on their understanding of gender, race, ethnicity, and sexual orientation. (direct)</p>	<p>demonstrated this competency both individually and in their groups. Students did a good job in identifying themes and content of diversity through their examination of news stories or television programs. (05/02/2016)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met  Sum 2015: 10 out of 10 of interns (100%) demonstrated competency. One evaluator responded N/A. (05/02/2016)</p>	<p>class) should precede this assessment. Many students have not yet conducted a scientific research project before this one, so a class-provided exercise will be used to more effectively lead students into the main assessment.</p> <p>Some faculty, and one outside reviewer, suggested the creation of a media research course. While the faculty members are very much interested in this option, without a full faculty complement, this course could not be taught. (05/02/2016)</p> <hr/> <p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (05/02/2016)</p>
	<p>As reported by the Senior Exit Survey</p> <p><b>Criterion:</b> 75% of students will report having an understanding of domestic diversity concepts. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  51 of the 57 respondents (89%) reported having a working knowledge of gender, race, ethnicity, and sexual orientation. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met  Spr 2015: 25 of the 26 respondents (96%) reported having a working knowledge of gender, race, ethnicity, and sexual orientation. (05/02/2016)</p>	<p><b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (05/02/2016)</p>
	<p>As reported by the Alumni Survey</p> <p><b>Criterion:</b> 75% of respondents will</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met</p>	<p><b>Use of Results:</b> Self-reported results on alumni survey are</p>

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	report having received adequate or significant understanding of gender, race, ethnicity, sexual orientation through the program. (indirect)	<p>Results from the Alumni Survey showed that 14 out of 16 (88%) of respondents reported having received a working knowledge of gender, race, ethnicity, sexual orientation. (12/20/2017)</p> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Inconclusive            No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (05/02/2016)</p>	consistent with senior survey and internship evaluator questionnaires. Continue to monitor (12/20/2017)
<p><b>Cultural Communications</b> - Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.  <b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2016 - 2017</p>	<p>As reported by the ACEJMC internship supervisor evaluation form  <b>Criterion:</b> 75% of students will be judged adequate or better on their understanding of global diversity issues. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)</p> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            Sum 2015: 9 out of 9 of interns (100%) demonstrated competency. Two evaluators responded N/A. (05/02/2016)</p>	<p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p> <p><b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (05/02/2016)</p>
	<p>As reported by the Senior Exit Survey  <b>Criterion:</b> 75% of students will report having an understanding of global diversity issues. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            48 of the 56 respondents (86%) reported having a working knowledge of global diversity issues. (12/20/2017)</p> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            Spr 2015: 23 of the 26 respondents (88%) reported having a working knowledge of global diversity issues. (05/02/2016)</p>	<p><b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)</p> <p><b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (05/02/2016)</p>
	<p>As reported by the Alumni Survey  <b>Criterion:</b> 75% of respondents will report having received adequate or significant understanding of global diversity issues. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            Results from the Alumni Survey showed that 15 out of 16 (94%) of respondents reported having received a working knowledge of global diversity issues. (12/20/2017)</p> <p><b>Reporting Period:</b> 2014 - 2015</p>	<p><b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)</p>

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	<p>Use of an annotated bibliography of global media coverage in COM 245.</p> <p><b>Criterion:</b> 75% of students will achieve a grade of C or better on the scoring rubric. (direct)"</p>	<p><b>Conclusion:</b> Inconclusive No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (05/02/2016)</p> <p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Criteria Met Criteria met. 37 out of 39 students surpassed the desired 70% threshold and demonstrated competency. There were 29 As, 7 B's, 1 C and 2 F's on the assessment. The average score was an 88, which was two points higher than the last two years. (12/20/2017)</p>	<p><b>Use of Results:</b> Based on comments from the outside reviewers and C/J faculty members last October, this new annotated bibliography assignment was used to measure students' understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society. Students were to locate ten articles – published from 2010 to 2016 – that related to the impact of mass communications on a country outside of the United States. The impacts could involve any of the diversity and freedom of expression concepts covered in the course and could involve any type of mass communication (from newspapers and radio to TV/film and social media).</p> <p>I believe all of the parts of the assessment were well-designed and adequately allowed students to demonstrate an understanding of the diversity issues impacting foreign countries and the role of media presenting/communicating these issues. A class session was used to review the instructions and to perform a few article bibliographies with the class. Like the domestic diversity</p>



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			<p>assessment, many students commented that they enjoyed the experience and the ability to explore media activities in other parts of the world. Again, the assignment clearly improved the media literacy evaluation skills of the students.</p> <p>I definitely recommend retaining the assessment as is and continuing to use an entire class session to review the assignment document, perform some actual bibliographies and discuss the results with the class. (12/20/2017)</p>
<p><b>Information Presentation</b> - Students will understand concepts and apply theories in the use and presentation of images and information. <b>Outcome Status:</b> Active <b>Planned Assessment Cycle:</b> 2016 - 2017</p>	<p>All students will produce a visual communication project appropriate to their professional emphasis. <b>Criterion:</b> 75% of students will be judged adequate or better on department scoring rubrics. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met This is broken down into individual EM, PM, PR assessments. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Spr 2015. Summary for each professional emphasis (05/02/2016)</p>	
	<p>EM: COM 424 – Script &amp; Produce a Live TV Program in the TV Studio;</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Not Met Scores for the project were low this semester, with 1 F and 4 Ds, 39% of the students scored below 70%. The rest of the students scored in the average and above range with 39% scoring a C and 23% scoring an A and no B's. The average grade was a 74%. (12/20/2017)</p>	<p><b>Use of Results:</b> Continue use of assessment tool. In our last assessment cycle, we noted that we thought Junior Practicum may have been a place where students were missing practice of the video skills measured in this assessment. Students must take Practicum before they can take this course and complete this assessment. As such, we adjusted the requirements for Practicum students in Spring 2017. EM</p>

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		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            100% of the 18 students achieved the minimum threshold. Lowest score was an 81/100. Students taking the extra time outside of class at SUTV to practice the various skills fared much better than those that did not. (05/02/2016)</p>	<p>students now must participate in both the radio station and the television station during their semester and have specific requirements to ensure they are getting practice in visual communication skills. The students in this particular class, however, had already made it through Practicum so we expect to see better preparation and results for this assessment in semesters to come. (12/20/2017)</p> <p><b>Use of Results:</b> Criteria met. Dr. Carlin and Dr. Garris will continue work with SUTV and WSYC to host basic production workshops for students throughout the semester. Instituting the COM 355: Practicum requirement has pushed more students to join student media earlier and to spend more time practicing skills and gaining knowledge. (05/02/2016)</p>
	<p>PM: COM 478 – Digital News Package; and,</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            Fall 2016 saw a rather dramatic range in the quality of the work produced by students in the course from very high quality to barely passable work. In Fall2015, the average grade point for the class was 80.2 percent (B range for letter grade), however, that dropped to 77.2 percent (C+ range for letter grade) for 2016. That is due in part to the fact that there were no failures in the 2015 class but one “F” in the 2016 class, which dragged the average down. Without the one failing grade, the 2016 average grade point for the class would have been 84.8 (B range for letter grad (12/20/2017)</p>	<p><b>Use of Results:</b> Retain assessment/create basic tutorials. As has been noted in the past, there needs to be additional time to work with the students to develop their basic skills with audio and video equipment as well as photo and video editing software. This might make the final project a bit less stressful and provide students the time to fully develop their stories and gather more effective video and audio elements. Also, the development</p>

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			<p>of basic tutorials could be created. In addition, the instructor needs to stress much more the need for such skills in the technology-driven professional workplace in which the graduating seniors taking the class will soon find themselves. Students need to be exposed to more anecdotal elements —bringing in professionals and former students who are using the skills they learned in COM 478 to help emphasize the importance of learning and applying the skills students learn in the class (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met  100% of the 20 students in the class scored in the “A” or “B,” grading range. Most students did well in adapting to the new skills presented in the class and showed significant improvement between their first attempts in the developmental exercises and the final project. (05/02/2016)</p>	<p><b>Use of Results:</b> Criteria met. Only 25 percent scored in the “A” range. These were students who had previous experience with the Adobe InDesign or had previous design experience in high school or with The Slate. Same practice issue as EM. Practicum continues to help. (05/02/2016)</p>
<p>PR: COM 381 – Media Kit Assignment.</p>		<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  16 of 18 (89%) students achieved competency. Grades for the final project in Section 2 ranged from two perfect scores (100 percent) to a low of 76 percent. Two students received zeroes as they failed to attend class and turn in work. There were 11 A's, 4 B's, 1 C and two failing grades. (12/20/2017)</p>	<p><b>Use of Results:</b> Continue use of the assessment tool. COM 381 can continue to provide both a technical and aesthetic learning experience for students by maintaining the class schedule of introducing software and design principles. In the future, designing on a grid will be emphasized as well as an expanded unit on color choice. In addition, assignments, including the final project, will consist of a draft submission,</p>

Outcomes	Assessment Method Descriptions	Results	Use of Results
			correction and discussion, followed by final submission and grading. This process will provide students with more opportunity to create while staying within the context of the assignment and will allow for more practice in class and during lab hours. (12/20/2017)
		<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met All19 students (100%) attained the adequate or above threshold on the assignment, with an average score of 87% for the class. (05/02/2016)	<b>Use of Results:</b> Criteria met. The media kit assignment was well constructed and students performed well. Use of inconsistent original photographs detracted from the professionalism produced. A class session on photography was suggested as a way to better inform students and improve overall design results. (05/02/2016)
	As reported by the ACEJMC internship supervisor evaluation form	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)	<b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)
	<b>Criterion:</b> 75% of students will be judged adequate or better on understanding concepts and applying theories in the use and presentation of images and information. (direct)	<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Sum 2015: 9 out of 9 of interns (100%) demonstrated competency. Two evaluators responded N/A. (05/02/2016)	<b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor (05/02/2016)
	As reported by the Senior Exit Survey	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 50 of the 56 respondents (89%) reported having a working knowledge of the use of images and their presentation (12/20/2017)	<b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)
	<b>Criterion:</b> 75% of students will report having an adequate understanding of C/J skills in your professional emphasis.(indirect)	<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Spr 2015: 26 of the 26 respondents (100%) reported having	<b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	<p>As reported by the Alumni Survey  <b>Criterion:</b> 75% of respondents will report having received adequate or significant training in how to present information and speeches to an audience in a manner which applies most to the situation. (indirect)</p>	<p>a working knowledge of the use of images and their presentation. (05/02/2016)  <b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  Results from the Alumni Survey showed that 15 out of 16 (94%) of respondents reported having received a working knowledge of how to present information and speeches to an audience (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Inconclusive  No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (05/02/2016)</p>	<p>previous years. Continue to monitor. (05/02/2016)  <b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)</p>
<p><b>Ethical Principles</b> - Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.  <b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2016 - 2017</p>	<p>In COM 345, students will compete in an ethical case study competition (solve case using Potter Box and make PowerPoint presentation of solution).  <b>Criterion:</b> 75% of students will be judged adequate or better on scoring rubric. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  There were 24 A's and 15 B's on the individual student papers. The average score was 91.7%. All 39 students achieved the desired 70% threshold and demonstrated competency. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met  Spr 2015: All 31 students (100%) achieved competency for the assignment. The average score was an 85.5. The student's work showed they had an understanding of the use of the Potter Box to solve ethical dilemmas. They</p>	<p><b>Use of Results:</b> One of the challenges of this assignment has been getting students to see ethics as a deliberate, rational process and not merely a matter of personal taste or feelings. The Patterson and Wilkins textbook has not been updated in several years, and some of the cases in the book that are used for this assignment are becoming a bit dated. When teaching the course again in the coming year, we will add some cases not contained in the book or consider allowing students to choose their own cases (with instructor approval). (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. The students handled the Potter Box parts of the rubric well, perhaps because its elements had been addressed by quizzing earlier in the semester. Several of the lower</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	<p>As reported by the ACEJMC internship supervisor evaluation form</p> <p><b>Criterion:</b> 75% of students will be judged adequate or better on understanding concepts and applying theories in the use and presentation of images and information. (direct)</p>	<p>understood the Potter Box serves as additional tool for media professionals. The students recognized that defending their personal news judgment is a crucial professional asset and their work reflected that understanding. (05/02/2016)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met  Sum 2015:11 out of 11 of interns (100%) demonstrated competency. (05/02/2016)</p>	<p>scoring students demonstrated significant issues with text formatting, grammar and factual accuracy. The assignment will be retained for assessing ethics in COM 345: Comm Law &amp; Ethics courses. (05/02/2016)</p> <hr/> <p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor (05/02/2016)</p>
	<p>As reported by the Senior Exit Survey</p> <p><b>Criterion:</b> 75% of students will report having an adequate understanding of professional ethical principles and working ethically in pursuit of truth, accuracy, fairness and diversity.(indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  52 of the 57 respondents (91%) reported having a working knowledge of professional ethical principles and working ethically in pursuit of truth, accuracy, fairness and diversity. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met  Spr 2015: 26 of the 26 respondents (100%) reported having a working knowledge of professional ethical principles and working ethically in pursuit of truth, accuracy, fairness and diversity. (05/02/2016)</p>	<p><b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (05/02/2016)</p>
	<p>As reported by the Alumni Survey</p> <p><b>Criterion:</b> 75% of respondents will report having received adequate or significant training in how to present information and speeches to an audience in a manner which applies most to the situation. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  Results from the Alumni Survey showed that 15 out of 16 (94%) of respondents reported having received a working knowledge of professional ethical principles. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Inconclusive  No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (05/02/2016)</p>	<p><b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluators. Continue to monitor. (12/20/2017)</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
<p><b>Student thought processes</b> - Students will think critically, creatively and independently.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Cycle:</b> 2016 - 2017</p>	<p>Use of a media framing exploratory content analysis project in COM 245</p> <p><b>Criterion:</b> 75% of students will achieve a grade of C or better on scoring rubric. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Criteria Met</p> <p>There were 35 As, 2 B's, and 2 F's on the assessment. The average score was an 90, which was four points higher than the last two years for this assignment. 37 out of 39 students surpassed the desired 70% threshold and demonstrated competency. (12/20/2017)</p>	<p><b>Use of Results:</b> The instructions and coding sheets were reviewed in class and a sample coding of a TV program was conducted in class with the students. Students worked in pairs to help each other code the 30-minute program. Then, the program and the results of the coding were reviewed via a Q&amp;A session. We believe all of the parts of the assessment were well-designed and adequately allowed students to demonstrate critical thinking and an understanding of the coding categories and the procedures necessary for proper coding. Many students commented that they enjoyed the experience - from viewing and charting programs to uncovering messages and intentions. The assignment certainly improved the media literacy evaluation skills of the students. We definitely recommend retaining the assessment as is and continuing to use an entire class session to review the coding documents, perform an actual coding session and reviewing the results. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015</p> <p><b>Conclusion:</b> Criteria Met</p> <p>Spr 2015: The average for the content analysis project was 81 percent. The scores ranged from 72-94 percent. 100% of the 39 students achieved competency. The students followed directions, conducted research, thought critically, delegated tasks well, kept to the timeline for the project,</p>	<p><b>Use of Results:</b> Criteria met. As an assessment of critical thinking, the outside evaluators applauded the use of the assignment as a practical, current, and relevant method. Faculty were also in favor</p>



Outcomes	Assessment Method Descriptions	Results	Use of Results
	<p>As reported by the ACEJMC internship supervisor evaluation form</p> <p><b>Criterion:</b> 75% of students will be judged adequate or better on their understanding of gender, race, ethnicity, and sexual orientation. (direct)</p>	<p>examined literature, examined themes of diversity and coverage of underrepresented groups in the media, used percentages and sometimes other basic statistics to show results and gave thoughtful analyses of their results in their discussion sections. (05/02/2016)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            Sum 2015: 10 out of 10 of interns (100%) demonstrated competency. One evaluator responded N/A. (05/02/2016)</p>	<p>of retaining the assessment but doing a shorter exercise or two in class to instill familiarity with the research process and enable more effective critical thinking with the actual assesment (05/02/2016)</p> <hr/> <p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (05/02/2016)</p>
	<p>As reported by the Senior Exit Survey</p> <p><b>Criterion:</b> 75% of students will report having an understanding of domestic diversity concepts. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            52 of the 57 respondents (91%) reported that the program advanced the ability think critically, creatively and independently as a C/J professional. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            Spr 2015: 100% of the 26 respondents reported that the program advanced the ability think critically, creatively and independently as a C/J professional. (05/02/2016)</p>	<p><b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (05/02/2016)</p>
	<p>As reported by the Alumni Survey</p> <p><b>Criterion:</b> 75% of respondents will report that the program advanced the ability to think critically, creatively and independently as a C/J professional. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            Results from the Alumni Survey showed that 16 out of 16 (100%) of respondents reported that the program advanced the ability to think critically, creatively and independently as a C/J professional. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Inconclusive            No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (05/02/2016)</p>	<p><b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)</p>



<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
<p><b>Research &amp; Evaluation</b> - Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.</p> <p><b>Outcome Status:</b> Active</p> <p><b>Planned Assessment Cycle:</b> 2016 - 2017</p>	<p>All students will produce a research project appropriate to their professional emphasis.</p> <p><b>Criterion:</b> 75% of students will be judged adequate or better on the scoring rubric. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Criteria Met</p> <p>Assessed individually for EM, PM and PR emphases. (12/20/2017)</p>	
	<p>COM 484 (EM) – TV Program Analysis Project</p>	<p><b>Reporting Period:</b> 2014 - 2015</p> <p><b>Conclusion:</b> Criteria Met</p> <p>Spr 2015. Summary for each emphasis: (05/02/2016)</p>	<p><b>Reporting Period:</b> 2016 - 2017</p> <p><b>Conclusion:</b> Criteria Met</p> <p>37 out of 38 students (97%) surpassed the desired 70% threshold and demonstrated competency. There were 17 As, 18 B's, 2 C's and one D on the assessment. The average score was an 88, which was 2% higher than fall 2015.</p> <p>(12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015</p> <p><b>Conclusion:</b> Criteria Met</p> <p>There were 11 As, 9 B's, 4 C's on the assessment. The average score was an 86. 24 out of 24 students achieved the minimum threshold and demonstrated competency. (05/02/2016)</p>	<p><b>Use of Results:</b> Criteria met. Based on comments from the outside reviewers and C/J faculty members last April, this TV Program Analysis Project was used again this fall semester in the course. All of the parts of the assessment were well-designed and adequately allowed students to demonstrate an understanding of the various parts of research conducted in electronic media (ratings, social media metrics,</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	COM 478 (PM) – 4-piece digital story package	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met</p> <p>Fall 2016 saw a rather dramatic range in the quality of the work produced by students in the course from very high quality to barely passable work. In Fall 2015, the average grade point for the class was 80.2 percent (B range for letter grade), however, that dropped to 77.2 percent (C+ range for letter grade) for 2016. That is due in part to the fact that there were no failures in the 2015 class but one “F” in the 2016 class, which dragged the average down. Without the one failing grade, the 2016 average grade point for the class would have been 84.8 (B range for letter grade). (12/20/2017)</p>	<p>critical reviews, program criticisms, library/Internet data retrieval). (05/02/2016)</p> <p><b>Use of Results:</b> As has been noted in the past, there needs to be additional time to work with the students to develop their basic skills with audio and video equipment as well as photo and video editing software. Also, the development of basic tutorials could help the students develop more quickly and lessen the demands on class time, which is at a premium already because of the breadth and depth of material covered in the course. In addition, the instructor needs to stress much more the need for such skills in the technology-driven professional workplace in which the graduating seniors taking the class will soon find themselves. Students need to be exposed to more anecdotal elements — bringing in professionals and former students who are using the skills they learned in COM 478 to help emphasize the importance of learning and applying the skills students learn in the class. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met</p> <p>100% of the 20 students in the class scored in the “A” or “B,” grading range. Most students did well in adapting to the new skills presented in the class and showed significant</p>	<p><b>Use of Results:</b> Criteria met. Only 25 percent scored in the “A” range. These were students who had previous experience with the Adobe InDesign or had previous</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	COM 432 (PR) – Problem-Solving PR Campaign.	<p>improvement between their first attempts in the developmental exercises and the final project (05/02/2016)</p> <p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            19/20 students (95%) equaled or surpassed the competency threshold. (12/20/2017)</p>	<p>design experience in high school or with The Slate. Same practice issue as EM. Practicum continues to help. (05/02/2016)</p> <p><b>Use of Results:</b> Consider adding a required research course in the core. Regarding the overall research portion of the project, every group was required to completed an online survey and an in-depth interview their clients. This was the minimum; yet may groups did not go any further. Based on the final campaign projects, it was obvious that most of the groups, even after extensive classroom lectures, did not understand the purpose or point of research. The interviews with the clients where less than impressive and the surveys were mediocre, at best. A dedicated research course would be a tremendous asset to the program. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            Among the six projects assessed, the average was an 89.5 on the grading rubric and there were 4 A's, 2 B's, 0 C's, D's or F's. Most groups demonstrated an acceptable level of skills in conducting primary and secondary research and developing a comprehensive plan for the client. Students demonstrated a strong understanding of the material and were able to successfully apply research, marketing, and campaign principles. Clients applauded their efforts. (05/02/2016)</p>	<p><b>Use of Results:</b> Criteria met. Group project will be retained. Grade averages were higher than those reported during previous semesters. We attribute this to the increased level of involvement and feedback provided throughout the semester (e.g., peer reviews, several draft submission deadlines, the IRB component and Survey Monkey demonstrations). (05/02/2016)</p>
	As reported by the ACEJMC	<b>Reporting Period:</b> 2016 - 2017	<b>Use of Results:</b> On-site evaluator

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	<p>internship supervisor evaluation form</p> <p><b>Criterion:</b> 75% of students will be judged adequate or better on their ability to conduct research and evaluate information by methods appropriate to the communications professions in which they work. (direct)</p>	<p><b>Conclusion:</b> Criteria Met 9 out of 10 of interns (90%) demonstrated competency on the evaluation form (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Sum 2015: 10 out of 10 of interns (100%) demonstrated competency. One evaluator responded N/A. (05/02/2016)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 52 of the 57 respondents (91%) reported having a working knowledge of research methods and application in their emphasis. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Spr 2015: 25 of the 26 respondents (96%) reported having a working knowledge of research methods and application in their emphasis. (05/02/2016)</p> <hr/> <p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met Results from the Alumni Survey showed that 15 out of 16 (94%) of respondents reported that the program provided opportunities to conduct research and evaluate information. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (05/02/2016)</p>	<p>results are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor (05/02/2016)</p> <hr/> <p><b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)</p> <hr/> <p><b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (05/02/2016)</p> <hr/> <p><b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)</p>
<p><b>Writing Styles -</b> Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve. <b>Outcome Status:</b> Active <b>Planned Assessment Cycle:</b> 2016 -</p>	<p>All students will pass, with a score of 75% or better, a writing proficiency exam in journalistic writing, spelling and grammar in COM 112. (direct)</p> <p><b>Criterion:</b> All students will pass, with a score of 75% or better, a writing proficiency exam in journalistic</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met In Spring 2017, only one student across two sections did not pass the exam after two tries. If she plans to stay in the COM major, she will need to retake COM 112. Highest score, Exam I = 97%. Lowest score, Exam I = 68%. Mean score, Exam I = 82.42% Number of students taking Exam I =</p>	<p><b>Use of Results:</b> Retain assessment and tutoring relationship with Writing Center. Students in all sections of the course take the same version of the exam, though each instructor varies the spelling</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
2017	writing, spelling and grammar in COM 112. (direct)	19/19 (12/20/2017)	words. Other than the spelling words, the exams are composed of the same questions. One version is taken at midterm, and another similar version is offered during final-exam week. Roughly half of the students retake the exam a second time, usually to attempt to improve their scores by a few points. (12/20/2017)
		<p><b>Reporting Period:</b> 2014 - 2015</p> <p><b>Conclusion:</b> Criteria Met</p> <p>Spr 2015: Ninety-two percent of the students (35 out of 38 students across two sections) passed the examination (earned a score of 70 or higher) during the first attempt. Thirty-six out of 38 students (95 percent) passed the examination by the end of the semester. This shows significant improvement from pretest scores, as only 16 out of 38 students, or 42 percent of students, earned a score of 70 percent or higher on the diagnostic test. (05/03/2016)</p>	<p><b>Use of Results:</b> Criteria met. It is evident that more time devoted to basic grammar and the implementation of the pretest and mandatory tutoring has improved students' scores on the proficiency examination and their overall performance in the course. The department will continue and strengthen its partnership with the Learning Center's Writing Studio, which has proven to be valuable and successful (all students must attend at least 4 tutoring sessions during the first half of the semester). We compared student responses on the pre-course survey to responses given on a post-course survey to analyze student perceptions of the course, performance levels, and the benefit of tutoring as an academic assistance strategy. Results supported our conclusions, thus reinforcing the need for more basic-level grammar and writing work and also reinforcing that tutoring has, indeed, played an</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	As reported by the ACEJMC internship supervisor evaluation form <b>Criterion:</b> 75% of students will be judged adequate or better in media writing proficiency. (direct)	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)	integral role in student performance on this assessment. (05/03/2016) <b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)
		<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Sum 2015: 8 out of 8 of interns (100%) demonstrated competency. Three evaluators responded N/A. (05/03/2016)	<b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (05/03/2016)
	As reported by the Senior Exit Survey <b>Criterion:</b> 75% of students will report proficiency in media writing. (indirect)	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 53 of the 57 respondents (93%) reported proficiency in media writing. (12/20/2017)	<b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)
		<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Spr 2015: 100% of the 26 respondents reported proficiency in media writing (05/03/2016)	<b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (05/03/2016)
	As reported by the Alumni Survey <b>Criterion:</b> 75% of respondents will report that the program provided opportunities to write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve. (indirect)	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met Results from the Alumni Survey showed that 16 out of 16 (100%) of respondents reported opportunities to write correctly/clearly in forms and styles appropriate for the professions, audiences and purposes they serve. (12/20/2017)	<b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)
		<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Inconclusive No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (05/03/2016)	
<b>Writing Appropriateness - Students will critically evaluate their own work</b>	In a professional emphasis course, students will complete a copy	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met	

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness. <b>Outcome Status:</b> Active <b>Planned Assessment Cycle:</b> 2016 - 2017	editing activity with peer review. <b>Criterion:</b> 75% of students will be judged adequate or better on scoring rubric. (direct) COM 224 (EM) – Script Editing Assignment	Assessed in separate EM, PM and PR courses. (12/20/2017) <b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Inconclusive Spr 2015. Summary for each emphasis: (05/03/2016) <b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 18/20 students (90%) met or surpassed the competency threshold. The average course grade on the assignment was an 81, which was satisfactory for a first attempt. Most problems centered on (1) being conversational from the onset of the story and (2) writing short versus their learned inverted pyramid/crammed suitcase style of print writing. So, the loss of points on the rubric came from (1) the Lead and (2) Organization, especially in the areas of SVO sentences, eliminating clauses and building an active, conversational style. (12/20/2017)	<b>Use of Results:</b> We spend quite of bit of time in class going through examples and having the students identify good and poor EM writing. This is followed up with Friday in-class lab time working with students on various writing exercises. I would much rather use labs in class time to assist students with their processing of material and eventual script writing. The time spent in class tackling these short (and eventually longer) assignments allowed students to develop their EM writing proficiency. We will continue to use this assignment, and this teaching pedagogy, in future courses this fall 2017 semester and beyond. (12/20/2017)
		<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Not Met About 13% of the participants in this assignment would have received an “A” on our evaluator assessment. These students demonstrated evidence of full competency. About 56% of the class would have been in the “B” category: there was some evidence of competency, but by no means perfect competence. About 32% of the class exhibited little to no evidence of competency in the assignment. (05/03/2016)	<b>Use of Results:</b> Criteria not met. A virtually identical assignment was given last year and repeated in the class this year. We will be increasing the time spent on editing scripts in the class this spring as a result of this evidence. We intend to use this assignment again in 2015-16 to better track the trend (05/03/2016)
	COM 293 (PM) – News Editing Assignment	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met There were 7 A’s, 5 B’s, 3 C’s, 0 D’s and 1 F. The student	<b>Use of Results:</b> Students enjoyed the assignment and the opportunity to apply the skills



<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
		<p>who earned an F did not finish the semester and did not submit the assignment. The average score was 81.9% (87.3% if the student who did not submit the assignment is excluded). All 15 students who completed the assignment achieved the desired 70% threshold and demonstrated competency. All students demonstrated a basic understanding of the principles of editing and page design. (12/20/2017)</p> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met  12 out of 14 students (85%) achieved competency. The average score was an 83. (05/03/2016)</p>	<p>learned throughout the semester in a newsroom-like environment. We intend to continue using this assignment in future semesters. (12/20/2017)</p> <p><b>Use of Results:</b> Criteria met. Entire course is dedicated to editing and students have consistent editing practice so scores are higher. Continue course and assignment. (05/03/2016)</p>
	<p>COM 241 (PR) – Press Release Editing Assignment.</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  18/20 students (90%) equaled or surpassed the competency threshold. Overall, the class did well on this editing exercise. Most of them were able to find the spelling errors, with the exception of “Philadelphia” at the beginning of the news release. The class also seemed to do well in identifying redundancies/making sentences more concise. This exercise showed me that they need additional time with AP Style and additional work in making copy more concise. This exercise was full of areas with conciseness issues and some students identified some, but not all or the majority of the conciseness issues. (12/20/2017)</p>	<p><b>Use of Results:</b> This exercise does show students’ abilities to identify and correct information. We plan to continue to use this exercise, but will spend more time reviewing and emphasizing AP Style in this class before tackling the assessment. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Not Met  4 out of 15 students (27%) achieved competency. The average score was a 70, which is below the threshold. (05/03/2016)</p>	<p><b>Use of Results:</b> Criteria not met. As with the EM assessment found, more time must be devoted to editing in this course to achieve competency. Dr. Sipes will develop an editing module for the course. (05/03/2016)</p>
	<p>As reported by the ACEJMC internship supervisor evaluation form  <b>Criterion:</b> 75% of students will be</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)</p>	<p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p>



<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	judged adequate or better in editing proficiency. (direct)	<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Sum 2015: 10 out of 10 of interns (100%) demonstrated competency. One evaluator responded N/A. (05/03/2016)	<b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (05/03/2016)
	As reported by the Senior Exit Survey <b>Criterion:</b> 75% of students will report proficiency in editing. (indirect)	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 51 of the 57 respondents (89%) reported having proficiency editing their work and work produced by others. (12/20/2017)	<b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)
		<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Spr 2015: 25 of the 26 respondents (96%) reported having proficiency editing their work and work produced by others. (05/03/2016)	<b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (05/03/2016)
	As reported by the Alumni Survey <b>Criterion:</b> 75% of respondents will report that the program provided opportunities to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness. (indirect)	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met Results from the Alumni Survey showed that 16 out of 16 (100%) of respondents reported that the program provided opportunities to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness. (12/20/2017)	<b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)
		<b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Inconclusive No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study. (05/03/2016)	
<b>Numerical &amp; Statistical Concepts -</b> Students will apply basic numerical and statistical concepts. <b>Outcome Status:</b> Active <b>Planned Assessment Cycle:</b> 2016 - 2017	Students will be required to pass MAT 117: Applied Statistics, or equivalent course, as their required university math course. <b>Criterion:</b> 75% of the students will pass the course with a C or better grade.	<b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met The most recent fall 2016 grades have remained at the competency level with 84.4% of C/J students earning a grade of C or better in the course. In fall 2015, 84.6% of the Communication/Journalism students scored above the minimum threshold needed to attain the competency. The 2016 grades reflected a third consecutive year of competency and are consistent with the grades of other university students taking the course. (12/20/2017)	<b>Use of Results:</b> Since the MAT 117 course is a three credit lab course supplemented further by online homework (MyMathLab), the final course grade is based solely on the performance of students on assignments and exams, and the course fulfills the intent of the competency, the assessment

Outcomes	Assessment Method Descriptions	Results	Use of Results
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Not Met            Fall, 2014: 40 out of 55 students (72.7%) scored above the 75% threshold needed to attain the competency. This is the 3rd semester in a row that the threshold has not been met. (05/03/2016)</p>	<p>committee and the faculty recommends retaining the MAT 117 course to measure the competency. (12/20/2017)</p> <p><b>Use of Results:</b> Criteria not met. Scores are trending up since 2012 and are very close to the threshold (only 41% in spring 2013). Continue to monitor. Since the course is a four credit lab course supplemented further by online homework (MyMathLab), the final course grade is based solely on the performance of assignments and exams, and the course fulfills the intent of the competency, the assessment committee and the faculty recommend retaining the MAT 117 course to measure the competency. (05/03/2016)</p>
	<p>b. As reported by the ACEJMC internship supervisor evaluation form.  <b>Criterion:</b> 75% of students will be judged adequate or better in the application of basic numerical and statistical concepts. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)</p>	<p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            Sum 2015: 9 out of 9 of interns (100%) demonstrated competency. Two evaluators responded N/A. (05/03/2016)</p>	<p><b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (05/03/2016)</p>
	<p>As reported by the Senior Exit Survey.  <b>Criterion:</b> 75% of students will report proficiency in the application of basic numerical and statistical concepts. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            43 of the 56 respondents (77%) reported having proficiency in the application of basic numerical and statistical concepts. (12/20/2017)</p>	<p><b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015</p>	<p><b>Use of Results:</b> Criteria met. Self-</p>

Outcomes	Assessment Method Descriptions	Results	Use of Results
	<p>As reported by the Alumni Survey.  <b>Criterion:</b> 75% of respondents will report that the program provided opportunities to apply basic numerical and statistical concepts in the workplace.  (indirect)</p>	<p><b>Conclusion:</b> Criteria Met  Spr 2015: 23 of the 26 respondents (88%) reported having proficiency in the application of basic numerical and statistical concepts.  (05/03/2016)</p> <p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  Results from the Alumni Survey showed that 15 out of 16 (94%) of respondents reported that the program provided opportunities to apply basic numerical and statistical concepts in the workplace. (12/20/2017)</p> <hr/> <p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Inconclusive  No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study.  (05/03/2016)</p>	<p>reported results on senior exit survey are consistent with previous years. Continue to monitor. (05/03/2016)</p> <p><b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)</p>
<p><b>Appropriate Tools and Technologies -</b> Students will apply tools and technologies appropriate for the communications professions in which they work.  <b>Outcome Status:</b> Active  <b>Planned Assessment Cycle:</b> 2016 - 2017</p>	<p>All students will produce a project using the tools and technologies appropriate to their professional emphasis.  <b>Criterion:</b> 75% of students will be judged adequate or better on the scoring rubric. (direct)</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  Assessed in individual EM, PM and PR classes. (12/20/2017)</p>	
	<p>COM 424 (EM) – Producing a TV Program</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Not Met  Scores for the project were low this semester. With 1 F and 4 Ds, 39% of the students scored below 70%. The rest of the students scored in the average and above range with 39% scoring a C and 23% scoring an A and no B's. The average grade was a 74%, which notes average students cumulatively. (12/20/2017)</p>	<p><b>Use of Results:</b> Again with this competency, the need for more pointed skill building in Jr. Practicum will help. The adjustments have been made to that class and we expect improvement from even the next class of COM424. One of the additional problems with practicum is that students tend to wait around to be told what to do instead of taking the initiative to get involved. By giving them specific assignments they will not be allowed to wait around</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met            100% of the 18 students achieved the minimum threshold. Lowest score was an 81/100. Students taking the extra time outside of class at SUTV to practice the various skills fared much better than those that did not. (05/03/2016)</p>	<p>without jeopardizing their grades. This evaluation process has also helped us see that it might also be best to specifically give deadlines to students in practicum for each of the projects. That would also help the student media groups, as we could vary the deadlines for different components among practicum students so that there would consistent content production from practicum students. (12/20/2017)</p> <p><b>Use of Results:</b> Criteria met. Dr. Carlin and Dr. Garris will continue work with SUTV and WSYC to host basic production workshops for students throughout the semester. Instituting the COM 355: Practicum requirement has pushed more students to join student media earlier and to spend more time practicing skills and gaining knowledge. (05/03/2016)</p>
	<p>COM 478 (PM) – 4-piece digital story package</p>	<p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met            Fall 2016 saw a rather dramatic range in the quality of the work produced by students in the course from very high quality to barely passable work. In Fall 2015, the average grade point for the class was 80.2 percent (B range for letter grade), however, that dropped to 77.2 percent (C+ range for letter grade) for 2016. That is due in part to the fact that there were no failures in the 2015 class but one “F” in the 2016 class, which dragged the average down. Without the one failing grade, the 2016 average grade point for the class</p>	<p><b>Use of Results:</b> As has been noted in the past, there needs to be additional time to work with the students to develop their basic skills with audio and video equipment as well as photo and video editing software. This might make the final project a bit less stressful and provide students the time to fully develop their stories and gather more effective video and audio elements. Also, the development</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
		<p>would have been 84.8 (B range for letter grade). (12/20/2017)</p>	<p>of basic tutorials could help the students develop more quickly and lessen the demands on class time, which is at a premium already because of the breadth and depth of material covered in the course. In addition, the instructor needs to stress much more the need for such skills in the technology-driven professional workplace in which the graduating seniors taking the class will soon find themselves. Students need to be exposed to more anecdotal elements — bringing in professionals and former students who are using the skills they learned in COM 478 to help emphasize the importance of learning and applying the skills students learn in the class. (12/20/2017)</p>
	<p>PR: COM 381 – Media Kit Assignment.</p>	<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Criteria Met  100% of the 20 students in the class scored in the “A” or “B,” grading range. Most students did well in adapting to the new skills presented in the class and showed significant improvement between their first attempts in the developmental exercises and the final project. (05/03/2016)</p> <p><b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  16 of the 18 students (89%) equaled or surpassed the competency threshold. Grades for the final project in Section 2 ranged from two perfect scores (100 percent) to a low of 76 percent. Two students received zeroes as they failed to attend class and turn in work.</p>	<p><b>Use of Results:</b> Criteria met. Only 25 percent scored in the “A” range. These were students who had previous experience with the Adobe InDesign or had previous design experience in high school or with The Slate. Same practice issue as EM. Practicum continues to help. (05/03/2016)</p> <p><b>Use of Results:</b> COM 381 can continue to provide both a technical and aesthetic learning experience for students by maintaining the class schedule of introducing software and design principles. In the future, designing</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
		<p>There were 11 A's, 4 B's, 1 C and two failing grades. (12/20/2017)</p>	<p>on a grid will be emphasized as well as an expanded unit on color choice. In addition, assignments, including the final project, will consist of a draft submission, correction and discussion, followed by final submission and grading. This process will provide students with more opportunity to create while staying within the context of the assignment. Simply put, it will allow for more practice in class and during lab hours. (12/20/2017)</p>
	<p>As reported by the ACEJMC internship supervisor evaluation form. <b>Criterion:</b> 75% of students will be judged adequate or better on their ability to apply tools and technologies appropriate for the communications professions in which they work. (direct)</p>	<p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met All 19 students (100%) attained the adequate or above threshold on the assignment, with an average score of 87% for the class. (05/03/2016) <b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 10 out of 10 of interns (100%) demonstrated competency on the evaluation form. (12/20/2017)</p>	<p><b>Use of Results:</b> On-site evaluator results are consistent with previous years. Continue to monitor. (12/20/2017)</p>
	<p>As reported by the Senior Exit Survey. <b>Criterion:</b> 75% of students will report the ability to apply tools and technologies appropriate for the communications professions in which they work. (indirect)</p>	<p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Sum 2015: 11 out of 11 of interns (100%) demonstrated competency. (05/03/2016)</p>	<p><b>Use of Results:</b> Criteria met. On-site evaluator results are consistent with previous years. Continue to monitor. (05/03/2016)</p>
	<p>As reported by the Senior Exit Survey. <b>Criterion:</b> 75% of students will report the ability to apply tools and technologies appropriate for the communications professions in which they work. (indirect)</p>	<p><b>Reporting Period:</b> 2016 - 2017 <b>Conclusion:</b> Criteria Met 49 of the 56 respondents (88%) reported that the program provided opportunities to apply tools and technologies appropriate for the communications professions in which they work. (12/20/2017)</p>	<p><b>Use of Results:</b> Self-reported results on senior exit survey are consistent with previous years. Continue to monitor. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015 <b>Conclusion:</b> Criteria Met Spr 2015: 100% of the 26 respondents reported that the program provided opportunities to apply tools and</p>	<p><b>Use of Results:</b> Criteria met. Self-reported results on senior exit survey are consistent with previous years. Continue to</p>

<i>Outcomes</i>	<i>Assessment Method Descriptions</i>	<i>Results</i>	<i>Use of Results</i>
	<p>As reported by the Alumni Survey.  <b>Criterion:</b> 75% of respondents will report that the program provided opportunities to apply tools and technologies appropriate for the communications professions in which they work. (indirect)</p>	<p>technologies appropriate for the communications professions in which they work.  (05/03/2016)  <b>Reporting Period:</b> 2016 - 2017  <b>Conclusion:</b> Criteria Met  Results from the Alumni Survey showed that 16 out of 16 (100%) of respondents reported that the program provided opportunities to apply tools and technologies appropriate for the communications professions in which they work.  (12/20/2017)</p>	<p>monitor. (05/03/2016)   <b>Use of Results:</b> Self-reported results on alumni survey are consistent with senior survey and internship evaluator questionnaires. Continue to monitor. (12/20/2017)</p>
		<p><b>Reporting Period:</b> 2014 - 2015  <b>Conclusion:</b> Inconclusive  No alumni survey administered in 2015. To be administered in summer 2016 in coordination with ACEJMC self-study.  (05/03/2016)</p>	