

Department of Mass Communication Assessment Plan

PREAMBLE

A culture of assessment and institutional effectiveness permeate all units of Southern University and A&M College as a consequence of state legislative mandates as well as discipline accreditation requirements. The Department of Mass Communication has participated in the process of the comprehensive institutional effectiveness of Southern University since its inception in 1998.

The assessment program for Southern University and A&M College at Baton Rouge (SUBR) functions as the evaluation tool for the university's educational and administrative activities. It identifies, guides, and redirects the major evaluation activities of SUBR's academic programs; timeline for assessment; reports to be generated from collected data; and responsibilities of the various personnel of SUBR.

The university engages in cyclical reviews of its assessment program to sustain its compliance with recent mandates from State Legislatures, regional accrediting agencies, and discipline accreditation reviews. Similarly, the Department of Mass Communication is updating its assessment program periodically to maintain compliance with the most recent "Principles of Accreditation" published by the Accrediting Council on Education in Journalism and Mass Communications in its Journalism and Mass Communications Accreditation 2023-2024 publication.

ASSUMPTIONS

To implement a successful assessment program, several factors must be considered including but not limited to the following:

1. All the data to be collected must be related to the specified educational Mission of the institution;
2. Recognizing the complexity of educational goals, there must be multiple measures of student learning and achievement;
3. As much as possible, the assessment program should use data and information that have been collected as part of the normal operations of the various academic units and offices;
4. Additional sources of information and data about student academic achievement should be identified and harnessed such as employer and alumni surveys; and
5. Of primary importance is whether students learn what SUBR intends for them to learn, as it is described in the mission statement, or not. Equally important is whether students' expectations about SUBR's education obligations toward them have been fulfilled by SUBR or not. This duality in orientation deems it necessary that data be collected from both constituents' perspectives.

SOUTHERN UNIVERSITY ASSESSMENT MODEL

The adequacy of an effective assessment program must be anchored in ongoing planning and evaluation processes that take into consideration the use of assessment results to improve programs, services and operations. The process of “closing the loop” is extremely important to any successful assessment effort. Southern University’s planning and assessment processes consist of four basic components:

- Development of a clearly defined statements of institutional purpose;
- Formulation of educational goals and administrative/support services objectives;
- Development of procedures for evaluating (assessing) the extent to which these goals and objectives are being achieved; and
- Use of assessment results to improve educational programs, support services and operations.

Southern University is engaged in assessment activities at various levels on an ongoing comprehensive manner. For instance, assessment at the institutional level has traditionally taken place through periodic reports of the Senior Leadership Group, annual budget hearings, unit annual reports, the University annual report, and various reports prepared by the Office of Institutional Effectiveness. The University also prepares periodic evaluation reports to the State Legislature in compliance with Act 1465. Since fall of 1997, all units have been required to engage in organized, broad-based and systematic activities aimed at assessing student educational outcomes and administrative/support unit objectives. Equally important was the requirements that all units must also document the use of results to improve programs, services and operations. Additionally, a Writing Proficiency Examination evaluates students’ foundational skills after completing the general education core. The university has also emphasized assessment of student learning in the majors. All degree-granting programs are required to implement comprehensive examinations in their respective disciplines designed to measure student learning outcomes. Arrangements to evaluate the University’s scholarship and public service activities were also developed.

ASSESSMENT OF GENERAL EDUCATION CORE

Historically, Southern University and A&M College has assessed the prescribed general education competencies at the course-level with faculty responsible for identifying appropriate objectives and developing appropriate assessments. Assessment of competencies continues to be integrated into course work, and these competencies are assessed across the general education spectrum in a number of other ways as well. The “General Education Course Map” identifies general education courses and the level of delivery/assessment of competencies. Competencies are introduced in all courses using Bloom’s Taxonomy (revised): remember, understand, apply, analyze, evaluate, and create.

Instructors assess competencies in a variety of ways. Some measures embedded into courses include tests, homework assignments, projects, oral presentations, research papers, pre/post exams, all of which measure student performance and proficiency both as a part of an independent of course grades. The Southern University Institutional

Outcomes identify the learning outcomes for the institution and the general education program.

| Southern University and A & M College Institutional Outcomes/General Education Competencies | | |
|--|---|---|
| LO 1: | Critical Thinking | Graduates will reason abstractly and think critically and integrate new information with previously acquired information to solve novel complex problems and learn independently. |
| LO 2: | Communication Skills | Graduates will communicate effectively using skills that apply to English in general as well as to specific English language modalities at the college-level of competence. |
| LO 3: | Cultural Literacy | Graduates will demonstrate knowledge of various cultures by studying the past and present through language, literature, cultural artifacts, and social and political systems. |
| LO 4: | Mathematical and Science Reasoning | Graduates will apply quantitative and qualitative approaches to mathematical and/or scientific concepts. |
| LO 5: | Wellness | Graduates will identify and demonstrate comprehension of human wellness and the importance of physical activities in developing a healthy mind and body. |
| LO 6: | Ethical Behavior and Values | Graduates will identify and demonstrate understanding of ethical issues implicit in their personal behavior and those underlying the operation of social and political systems as well as in the field of research. |
| LO 7: | Information Technology Literacy | Graduates will demonstrate information technology skills that enable them to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. |

The capstone courses provide an additional and final measure of general education competencies. The capstone course ensures that Southern University and A&M College graduates have attained the competencies in their major as well as the skills necessary for productive citizens. A capstone course has been identified for each degree-granting program of study and is a graduation requirement in all academic programs.

In 2008, the campus identified a University Assessment Portal called LiveText to conduct assessment of student learning outcomes across curricula. The LiveText program was utilized until Fall 2022 when the university then switched to Student Learning and Licensure by Watermark (Watermark). Just as it was done in LiveText, in Watermark, the assessments are accomplished through an alignment of the institutional, program, and course learning outcomes to specific rubrics. The rubrics are created by faculty, programs, and committees based on what level of outcomes are being assessed. The rubrics are then loaded into Watermark along with the course, program, and institutional outcomes. The next step in this process is to link the appropriate outcomes for a given

assignment to the rubric that is used to evaluate the assignment. Multiple levels of outcomes can be attached to the rubric, so when a faculty member grades a writing assignment using the prescribed writing rubric, data can be collected for the course learning outcome concerning writing, the program learning outcome concerning writing, and the institutional or general education outcome concerning writing. Likewise, when a course embedded measure is assessed, all appropriate outcomes can be assessed if they are linked to the rubric. The stored data can be analyzed from a holistic view, or it can be drilled down to a specific course and even as far as a specific course learning outcome for one student.

The university's general education committee meets at the end of each term to analyze the assessment data collected for that semester, note and track trends, make recommendations, and develop action plans for the improvement of student learning. The university's general education committee also monitors the learning outcomes for courses in the general education curriculum to ensure that courses identified as general education courses are in fact addressing general education outcomes. If a course is found not to be in compliance with addressing the general education outcomes or not addressing them effectively, the program is given a chance to redesign the course. If a redesign is not effective, the course is removed from the general education curriculum. This is done to ensure that all courses identified as general education courses are in fact contributing to developing graduates that have all the competencies that the university expects of its graduates.

ASSESSMENT OF STUDENT LEARNING IN THE DEPARTMENT

The Accrediting Council on Education in Journalism and Mass Communications requires preparing and implementing a plan to assess student learning and the use of results "to improve curriculum and instruction" for mass communication programs that wish to be considered for accreditation. Subsequently, the professional values and competencies underscore the thinking, and the nature of learning outcomes expected of students graduating from ACEJMC accredited programs. They are also the student learning outcomes for the department:

Professional Values and Competencies:

- apply the principles and laws of freedom of speech and press in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

Curriculum Map

The three criteria that guide the assessment of student learning on those professional values and competencies are:

Awareness: familiarity with specific information, including facts, concepts, theories, laws and regulations, processes and effects.

Understanding: assimilation and comprehension of information, concepts, theories and ideas.

Application: competence in relating and applying skills, information, concepts, theories and ideas to the accomplishment of tasks.

To implement the plan of assessment, the department first developed a curriculum map of all its courses. The curriculum map provides a detailed pairing of particular courses to specific professional value or competency as well as the comprehension level at which each competency or professional value is achieved by students.

The curriculum map of the department is presented in the following table:

| Professional Values & Competencies | Awareness | Understanding | Application |
|---|-----------------------------------|---|---|
| 1. apply the principles and laws of freedom of speech and press in a global context, and for the country in which the institution that invites ACEJMC is located | Intro to Mass Comm. | News Writing, General Assignment Reporting, News Editing, Broadcast News Writing, Electronic Field Production, Public Affairs Reporting | Communications Law; Ethics |
| 2. demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications | Intro to Mass Comm., News Writing | African-Americans in the Media, Broadcast News Writing, Electronic Field Production | |
| 3. demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts; | Intro to Mass Comm., News Writing | African-Americans in the Media, Broadcast News Writing, Public Relations Case Studies | Broadcast Reporting and Newscasting; News Writing, Broadcast Reporting and Newscasting, Public Relations Techniques and Campaigns |

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| 4. present images and information effectively and creatively, using appropriate tools and technologies; | News Writing, PR Practices | Media Graphics, Broadcast Reporting and Newscasting | Electronic Field Production, Broadcast News Writing, Broadcast Reporting and Newscasting, Media Graphics, General Assignment Reporting, Public Affairs Reporting, Photojournalism |
| 5. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; | English 110, English 111 | News Writing, PR Writing, Broadcast News Writing | General Assignment Reporting, News Editing, Public Affairs Reporting, Broadcast News Writing, Broadcast Reporting and Newscasting, Public Relations Writing, Internship |
| 6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; | Intro to Mass Comm. | News Writing, Broadcast News Writing, Broadcast Reporting and Newscasting, Media Graphics, General Assignment Reporting, Ethics in Mass Communication | Broadcast News Writing, Broadcast Reporting and Newscasting, Media Graphics, General Assignment Reporting, News Editing, Public Affairs Reporting, Ethics in Mass Communication, |
| 7. apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work; | News Writing, TV News Writing | News Writing, Broadcast News Writing, Broadcast Reporting and Newscasting, Media Graphics, General Assignment Reporting, Ethics in Mass Communication, Computer Assisted Reporting, Philosophy (200 or 210) | General Assignment Reporting, News Editing, Public Affairs Reporting, Broadcast News Writing, Broadcast Reporting and Newscasting, Ethics in Mass Communication, , PR Research, PR Techniques & Campaigns |
| 8. effectively and correctly apply basic numerical and statistical concepts; | | Mathematics (130 & 131) | Computer-assisted reporting |
| 9. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; | News Writing, TV News writing and Reporting | English (6 elective hours) | News Editing, Broadcast News Writing, Broadcast Reporting and Newscasting |
| 10. apply tools and technologies appropriate for the communications professions in which they work. | Computer Lit. 105 | News Writing, Broadcast Reporting and Newscasting, Computer Assisted Reporting, | Computer Assisted Reporting, Broadcast News Writing, Broadcast Reporting and Newscasting, Media Graphics, General Assignment Reporting, Photojournalism, Electronic Field Production, Convergent Media, Multicamera Production |

ASSESSMENT TOOLS

The following methods have been incorporated into the Department of Mass Communications operations as a means of assessing student Learning. The data will be compiled and analyzed to determine the evidence of teaching effectiveness and the use of such evidence to improve future teaching and student learning efforts.

I. DIRECT MEASURES

A good assessment plan usually uses multiple measures to evaluate the extent to which students achieve the intended learning outcomes of an academic program. Furthermore, a successful plan also utilizes a combination of direct and indirect measures of assessment to capture the array of potentially rich learning outcomes that different aspects of an academic program offers to its students. The department's assessment plan offers multiple direct and indirect measures as follows:

Pre- and Post-Tests of Student Knowledge (please note this measurement was previously utilized as a direct measurement but has not been utilized by the Department since last accreditation visit but will be re-implemented into the assessment plan going forward beginning Spring 2025)

The first direct measure of assessment of student learning outcomes is the implementation of an entry level examination that measures the degree to which students are aware of some basic concepts in the field of mass communication. The test will be administered to students who enroll in the first course in the department. That course is the Introduction to Mass Communication (MCOM 202) which is required of all mass communication majors.

All graduating seniors are asked to take the same test in their final semester before graduation and as part of their comprehensive/exit examination. The results of this test are tallied separately from the other components of the comprehensive/exit exam. After calculating the mean score of each exam, a comparison of means is made to determine the significance of difference in test attainment between the pre- and post-test results.

A previous calculation of pre- and post-tests indicated that students achieved 58% of the total possible points on the test, while they achieved 61.2% of the total possible points on the same test in their graduating senior semester.

Watermark (Student Learning and Licensure) Assessment

As indicated earlier, the assessment process is accomplished through an alignment of the institutional, programmatic, and course learning outcomes to rubrics. The rubrics are created by faculty in the department based on what level of outcomes are being assessed. The rubrics are then loaded into Watermark along with the course and the professional values and competencies outcomes. The next step in this process is to link the appropriate outcomes for a given assignment to the rubric that is used to evaluate the assignment. Multiple levels of outcomes can be attached to the rubric, so when a faculty member grades a writing or production assignment using the prescribed writing or production rubric, data can be collected for the course learning outcome concerning writing or production. Likewise, when a course embedded measure is assessed, all appropriate outcomes can be assessed if they are linked to the rubric. The stored data can

be analyzed from a holistic view, or it can be drilled down to a specific course and even as far as a specific course learning outcome for one student.

The first full implementation of Watermark assessment in the department began in Fall 2022. However, from 2008 until Summer 2022, the University utilized another assessment program called LiveText. Despite the use of both LiveText and Watermark for assessment since the department's last accreditation visit, a summary of LiveText results for the years 2018-2022 are available and housed within the new platform Watermark. In fact, an access link will be provided by the department to visiting team members.

The advantages of the university's assessment portal are tremendous. First, this assessment process is analogous to longitudinal studies where student learning is not measured at the entry point for freshman students and exit point for graduating seniors. But rather student learning outcomes are measured on an ongoing basis throughout their studies in the department in every course they take until graduation. Secondly, by aligning the professional values and competencies, as programmatic learning outcomes, to the curriculum of the department, the likelihood of students' attainment of these outcomes in their totality is tremendously enhanced. Thirdly, the repetitive assessment of the professional values and competencies provide more opportunities to not only create awareness of these concepts, but also provide the means to help students understand them and further apply them in professional settings at school and in the workplace. Fourthly, the repetitive and comprehensive assessment of student learning also provide better opportunities to detect areas where weak teaching and learning occurs, thereby provide continuous opportunities to introduce measures to correct these weaknesses as they occur in real time.

The following is a list of examples of how assessment results (closing the loop) can be and have been expended at the course level. Note, essentially most of the changes were made to be included in class activities thereby improving teaching and student learning.

In the area of core courses:

Assume that the Introduction to Mass Communication class assessment data showed that students were scoring low on exams. As a result of analyzing and interpreting the data, the instructor could revise the syllabus to include strategies to improve student learning. Specifically, the instructor could implement a weekly open book quiz to help familiarize students with the chapters in which the exams will be drawn from. In addition, if the assessment data also showed that students were struggling with commonly used words in a collegiate environment. As a result, the instructor could implement a weekly vocabulary exercise where students are to define a scholarly word such as extant, nebulous or germane and make a sentence using the word. Finally, if there were a lack of diversity discussion in the textbook, the instructor could implement a weekly blog assignment where students write on topics concerning diversity, race or gender.

Another example in the area of core courses comes from the mass communication law course. Suppose the assessment analysis revealed that there were weaknesses in the students' understanding of the central concept of some cases discussed in class. To

enhance understanding, the instructor could provide more frequent smaller in-class cases analyses on regular bases when discussing these legal concepts.

In the area of broadcast courses:

Writing for the Electronic Media (MCOM 230): Suppose the assessment analysis revealed weaknesses in organizing their commercials. The instructor could change instructional strategy by requiring students to write commercials in accordance with an established formula. After doing so, students could then be required to apply each aspect of the formula to their own commercials. This compels them to write in accordance with an established model.

Broadcast News Writing (MCOM 322): Reason the assessment analysis revealed weaknesses in mastering the broadcast style of writing, i.e. writing numbers and other rules that were different from the normal print style of writing. To improve their writing the instructor can increase the one-on-one consultation. After each graded assignment, the instructor could go over the story and require students to fix the mistakes and re-submit the story.

Broadcast News Reporting and Newscasting (MCOM 330): Presume the assessment analysis revealed weaknesses in the ability to put together the television news package that was visually appealing as well as substantive. The instructor could change the instructional strategy to include more precise written instructions on how to put together the television news package report. Students could also be required to evaluate the work of others. They might also be graded on how accurately they evaluate the work of others. Evaluating the work of others enhances learning.

In the area of print journalism:

General Assignment Reporting (MCOM 306): Suppose as a result of the weaknesses revealed by course assessment, the instructor provides a thorough review of the primary content taught in news writing including news values, the inverted pyramid style, and AP style.

Copy Editing (MCOM 308): Assume that the assessment results indicate repetitive grammatical mistakes such as sentence fragments, run on sentences and subject verb agreement. As a result, the instructor might spend the first two weeks of the semester giving a review of grammar that includes parts of speech, verbs, parts of a sentence and the most common pit falls in grammar and usage.

Reporting Public Affairs (MCOM 401): Propose due to assessment results, the instructor decides to provide adequate reviews in several areas depending on need of each cohort including of news values, covering beats, inverted pyramid style, AP style and basic grammar.

In the area of public relation courses:

PR Techniques and Campaigns (MCOM 439): If assessment showed that some groups had trouble spelling out the problem their client needed to be fixed and some with the solutions to solving those problems. In order to address that issue, more individual time could be spent with students to make sure they had a clear understanding of the assignment and expectations. Additionally, timely feedback and separate office time to discuss project feedback if class time was not enough could be granted.

Public Relations Writing (MCOM 316): Presume assessment showed that some students had problems with writing good leads, maintaining their focus and organization on their final assignment. More attention could be given to those categories of writing on initial writing assignments in the course. Additionally, by the mid-point of the semester students experiencing those writing issues could be identified, given extra one on one time during office hours and/or recommended to seek additional writing assistance outside of the department with the campus writing services.

Practicum Course Performance

The practicum courses provide students the opportunity to integrate and showcase their learning from all preceding core courses in the area of broadcasting or within any other concentration area. It also provides a means to evaluate their knowledge and skills application via projects similar to those encountered in the professional workplace. Each semester the professors could take advantage of the course offerings and provide an assessment of Student Learning Outcomes to the department.

Professional Internship

Internships provide an excellent opportunity to assessing students' application of classroom learning and laboratory skills in the professional workplace. Professionals in the workplace observe students' performance over a period of a semester and provide an assessment of their professional conduct while under their supervision. Supervisors of interns complete an evaluation form of students under their tutelage thereby providing a documentation of their performance. The content of the forms are then analyzed to determine students' learning strengths and weaknesses.

II. INDIRECT MEASURES

Course Evaluation

Each semester, Southern University conducts student evaluation of all its faculty. Students evaluate each course taught by both full-time and adjunct faculty members. The results of the analysis provide faculty and chairs valuable feedback on their teaching and student learning activities. Faculty are encouraged to use the results of the evaluations to enhance their curricula and improve their teaching performance where improvements are obvious and look for creative solutions for problems that defy clear explanations.

Student Exit Survey (please note this measurement was previously utilized as an indirect measurement but has not been utilized by the Department since the unit's last accreditation visit but will be re-implemented as a part of the new assessment plan going forward beginning Fall 2024)

Each semester the chair of the Department of Mass Communication will conduct an exit personal interview with graduating students. A basic survey format will be used to direct the conversations with graduating students. The format provides the department with basic contact information and feedback on teaching and learning environment of the department. It also asks students to provide suggestions on how to improve the operations and teaching environment of the department. According to the previous department chair, analyses of past interviews provided a wealth of information that helped to improve the learning environment. For example in past instances, students requested teaching a course in radio and establishing a channel of communication between faculty and students. The department responded by developing a radio component in its broadcast curriculum. In another instance, to create more constructive channels of communication between the faculty and students, three colloquia were conducted each semester where faculty and staff spoke to students on issues related to the curriculum, educational environment in the department, internship opportunities, job opportunities, department policies, faculty and student responsibilities and other issues of interest to the students. Thus, this indirect measurement is vital to measuring and improving student instruction and experience within the department. By re-implementing the student exit survey at the end of Fall 2024, the department will again benefit from this indirect measurement.

Faculty Meetings

Faculty meetings are a productive forum for discussion of Student Learning Outcomes. All matters related to teaching and students learning are deliberated by the faculty in the period faculty meetings of the department. The discussions include but not limited to curriculum evaluation and development, educational equipment needs of the department, and the policies that govern the conduct of internal constituents including students, faculty and staff.

ASSESSMENT CYCLES

A successful assessment process requires a completion of a cycle that includes identification of competencies, selection of measurement tools to evaluate the extent of student learning, implementation of measures and analyses of results, and use of results to improve student learning and teaching, i.e., closing the loop of assessment. The cycle will be reiterated on an ongoing process thereby establishing a culture of assessment in the department.

The Department of Mass Communication implemented its assessment plan in continuous basis for several years guided partially by the following matrix and assessment methods:

Assessment Implementation Matrix in Curriculum Map

| Professional Values & Competencies | Assessment Process | | Schedule of Assessment Implementation | Use of Results to Improve Curriculum |
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| | Indirect Measures | Direct Measures | | |
| I. apply the principles and laws of freedom of speech and press in a global | <ul style="list-style-type: none"> • Faculty meetings • Course evaluations | <ul style="list-style-type: none"> • Analysis of Watermark Assignments | <ul style="list-style-type: none"> • Completion of Communication Law course each semester | <ul style="list-style-type: none"> • Review and change student learning objectives on syllabi for communications |

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| context, and for the country in which the institution that invites ACEJMC is located; | | <ul style="list-style-type: none"> • Completion of Communications Law • Completion of all courses in news writing and reporting • Comprehensive Examinations • Internship provider feedback | <ul style="list-style-type: none"> • Completion of courses in news writing and reporting annually • Completion of internship | <ul style="list-style-type: none"> • law course and news writing and reporting courses • Review and change of objectives on syllabus for Ethics, Journalism and Society |
| 2. demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications; | <ul style="list-style-type: none"> • Course evaluations • Student Exit Interview | <ul style="list-style-type: none"> • Analysis of Watermark Assignments • Completion of Introduction to Mass Comm. • Completion of news writing and reporting courses • Performance assessment | <ul style="list-style-type: none"> • Completion of Introduction to Mass Communication annually | <ul style="list-style-type: none"> • Review and change student learning objectives on the syllabus for Introduction to Mass Communication |
| 3. demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts; | <ul style="list-style-type: none"> • Course evaluations • Student Exit Interview • Employer survey • Graduating-student survey | <ul style="list-style-type: none"> • Analysis of Watermark Assignments • Completion of news writing and reporting courses • Internship provider feedback • Comprehensive Examinations • Performance assessment | <ul style="list-style-type: none"> • Completion of writing and reporting courses annually • Employer survey biannually • Completion of writing and reporting courses annually | <ul style="list-style-type: none"> • Review and change student learning objectives on syllabi for courses on news writing, reporting as well as TV production courses |
| 4. present images and information effectively and creatively, using appropriate tools and technologies; | <ul style="list-style-type: none"> • Student Exit Interviews • Course evaluations | <ul style="list-style-type: none"> • Analysis of Watermark Assignments • Comprehensive Examinations • Internship provider feedback • Completion of courses with technological components such as computers, electronic media and PR technologies | <ul style="list-style-type: none"> • Completion of courses with technological components such as computers, electronic media and PR technologies annually • Completion of internship per semester • Completion of related news writing and reporting per semester • Completion of newspaper | <ul style="list-style-type: none"> • Review and enhance student learning objectives on syllabi for courses applying tools and technologies of mass communication • Review and change student learning objectives on syllabi for courses in news writing, reporting, as well as TV production courses • Review and change student learning objectives on syllabi |

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| | | <ul style="list-style-type: none"> • Completion of Computer-Assisted Reporting • Completion of courses on news writing and reporting • Completion of courses in TV production • Completion of courses in Media Graphics | layout courses per semester and annually | for courses in Media Graphics |
| 5. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve | <ul style="list-style-type: none"> • Course evaluations • Student Exit Interviews | <ul style="list-style-type: none"> • Analysis of Watermark Assignments • Comprehensive Examinations • Internship provider feedback • Completion of English 110 and 111 • Completion of PR Writing • Completion of news writing and reporting courses | <ul style="list-style-type: none"> • Completion of news writing and reporting courses per semester • Completion of news editing course annually | <ul style="list-style-type: none"> • Enhance learning outcome objectives and goals to all major courses with special attention to professional writing and editing |
| 6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; | <ul style="list-style-type: none"> • Student Exit Interviews • Course evaluations | <ul style="list-style-type: none"> • Analysis of Watermark Assignments • Comprehensive Examinations • Completion of Introduction to Mass Communication • Completion of courses on news writing and reporting • Completion of Mass Communication Law • Completion of Ethics in mass communication • Internship provider feedback | <ul style="list-style-type: none"> • Completion communication law per semester • Completion of Ethics in mass communication • Completion of internship per semester | <ul style="list-style-type: none"> • Review and change student learning objectives on syllabi for courses in Communication Law, Ethics in mass communication |
| 7. apply critical thinking skills in conducting research | <ul style="list-style-type: none"> • Student Exit Interviews | <ul style="list-style-type: none"> • Analysis of Watermark Assignments | <ul style="list-style-type: none"> • Completion of internship per semester | <ul style="list-style-type: none"> • Add learning outcome objectives and goals to all major |

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| and evaluating information by methods appropriate to the communications professions in which they work; | <ul style="list-style-type: none"> • Course evaluations | <ul style="list-style-type: none"> • Comprehensive Examinations • Internship provider feedback | <ul style="list-style-type: none"> • Completion of courses with strong critical thinking components such as communication law, writing and reporting, and production • Completion of courses with strong research-oriented components annually | <p>courses with special attention to enhancing critical thinking skills</p> <ul style="list-style-type: none"> • Require learning outcome objectives and goals on all major courses with special attention to enhancing research and evaluation skills in related courses |
| 8. effectively and correctly apply basic numerical and statistical concepts; | <ul style="list-style-type: none"> • Student Exit Interviews • Course evaluations • | <ul style="list-style-type: none"> • Analysis of Watermark Assignments • Internship provider feedback • Completion of computer-assisted reporting | Completion of computer-assisted reporting | <ul style="list-style-type: none"> • Review and enhance student learning objectives on syllabi for courses on computer-assisted reporting, |
| 9. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness | <ul style="list-style-type: none"> • Course evaluations • Student Exit Interviews | <ul style="list-style-type: none"> • Analysis of Watermark Assignments • Comprehensive Examinations • Internship provider feedback • Completion of News editing course • Completion of news writing and reporting courses | <ul style="list-style-type: none"> • Completion of News Editing course • Completion of news writing and reporting courses | <ul style="list-style-type: none"> • Review and change student learning objectives on syllabi for courses on news writing, reporting and editing |
| 10. apply tools and technologies appropriate for the communications professions in which they work | <ul style="list-style-type: none"> • Student Exit Interviews • Course Evaluation | <ul style="list-style-type: none"> • Analysis of Watermark Assignments • Internship provider feedback • Completion of courses with technological components such as computers, and electronic media • Completion of Computer-Assisted Reporting | <ul style="list-style-type: none"> • Completion of courses with technological components such as computers, electronic media • Completion of internship per semester | <ul style="list-style-type: none"> • Review and enhance student learning objectives on syllabi for courses applying tools and technologies of mass communication |

THE USE OF ASSESSMENT RESULTS

Please see links below to some of the rubric assessment results since the unit's last accreditation visit. Results include course rubric links and some annual assessment of learning outcomes by the department chair who serves as the assessment coordinator. Please note the university has moved from LiveText to Watermark as their lead assessment platform. Some rubric data results are no longer accessible. However, the unit does have access to rubric results from Fall 2022 to present.

[Rubric Assessment Results for Accreditation](#)

[Assessment of Learning Outcomes Summary](#)