

**JMC Assessment Report
Undergraduate Report
December 2010**

Direct Measurements

JMC uses three direct measurements:

- A graduation portfolio: samples of work from their area of interest (e.g. public relations news releases, advertising graphics and design, stories for print or broadcast journalism) are collected at the end of the semester in which they apply for graduation and submitted in the portfolio. A clean copy of the senior capstone paper and an evaluation of the internship experience are also among the items required for submission. The JMC faculty members hold an annual portfolio review where the portfolios are examined and marked according to a prepared rubric.
- Senior exit exam: All seniors in JMC must complete an exit exam at the conclusion of the ethics course (required for all majors). The battery of questions reflects the content of core courses and relates directly to desired learning outcomes. The questions are multiple choice and the battery of questions are reviewed by a faculty panel as are the results of the tests.
- Senior writing requirement: All JMC students must complete a formal research paper as part of the ethics class. Any papers that do not meet the Schools' prescribed standards must be revised until satisfactory. Unsatisfactory papers prevent a student from graduating. Faculty members teaching JMC 440-Media Ethics, enforce this provision of the requirement. Faculty members are reminded of this requirement and review the policies at the annual portfolio review. A clean copy of the paper (that is without grading marks) must be submitted as part of the portfolio and is critiqued during the portfolio review by members of the faculty who did not grade the paper in class.

Indirect Measures

JMC uses five indirect measures:

- Focus groups: Each assessment day, a self-selected group of 10 to 15 students participate in a focus group to gather information about their impressions of the J-School. The groups are moderated by area mass communications practitioners and by SOJMC graduate students to encourage free discussion without professors' presence. Freshmen/sophomores comprise one group and juniors/seniors comprise another.
- Internship evaluations: Each student is required to complete a three-credit hour internship. As part of the requirements for completion, students must submit an evaluation from the immediate supervisor for the internship period. The

evaluation includes such areas as work ethic, writing and/or production skills, ability to work with others, take instruction etc. The internship evaluation is added to the portfolio.

- Awards: JMC aggressively enters award competitions at the state, regional and national levels. Competition is against other schools and sometimes against professional organizations. Since 2000, JMC students have won over 700 awards at all levels of competition for writing, production and design.
- The SOJMC has instituted this year (2010) assessment of student academic advising. Freshmen and sophomores are required to see an academic adviser in order to have their registration holds removed, and upper classmen are encouraged to seek advising before registration. Advisers distribute evaluation forms at the conclusion of the advising session, and the students are instructed to return completed forms to the administrative assistant. No evaluations are completed in the presence of the adviser.
- A second new assessment tool is the review of selected course syllabi. Selected faculty syllabi are reviewed each year with all faculty in the SOJMC rotating through the review every three years. The syllabi are assessed against required and recommended content. The reviewer may suggest other improvements as well.

Faculty Review and Actions Taken

Each December, at the conclusion of the semester, JMC faculty members gather for an assessment review. Portfolios are reviewed and graded by an agreed upon rubric. Once findings from the rubrics are gathered, faculty hold another assessment meeting to discuss findings and determine if any changes are necessary in the curriculum.

As a result of the December 2009 meeting, several changes were made to the broadcast journalism curriculum. Portfolio and syllabus reviews indicated students were arriving to JMC 350-Advanced Television News Reporting unprepared for the technical aspects of the course. As a result, a new course, JMC 340-Basic Broadcast News was added to the curriculum. JMC course numbers JMC 350 and 351-Advanced News Reporting I and II were changed to JMC 451 and 452 to indicate the newer advanced status of the class and syllabi were changed to reflect the new technical expectations for the course. The revision is too recent to assess the effectiveness of this change. However, data are being gathered and the effectiveness of this change will be measured in the future.

Faculty members also meet during assessment day in April to discuss JMC assessment procedures. This past April Faculty members reviewed and discussed results of the December portfolio reviews and created benchmark expectations for aggregate student portfolio scores. Student focus groups are also held during the assessment day.

Learning Outcomes:

Goal 1-Are able to prepare and disseminate written communications in standard American English. Measure-JMC 102 standardized exit exam, Portfolio of work.

Goal 2 Articulate principles of relevant media law and freedoms of expression. Measure-Performance on standardized portion of JMC 402 (law) exam and questions on senior exam.

Goal 3-Can synthesize information from primary and secondary sources. Measure-portfolio review

Goal 3-Can articulate ethical responsibilities with which professional communicators must concern themselves. Measure-Portfolio review of capstone paper (from JMC 440-Ethics).

Goal 4-Can demonstrate fundamental skills that show competency in ability to be employed in a mass communications field. Measure-portfolio review of work samples and employer assessment in required internship experience.

Benchmarks

JMC faculty members have established the following benchmarks:

JMC graduates shall have a mean score of 3.7 (on a scale of 5) on aggregate portfolio rubric scores. The following subsets shall be met: 3.5 on grammar, 3.75 on spelling and 3.5 on coherence.

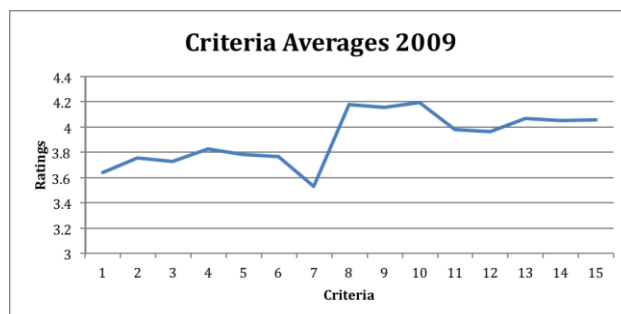
At least 60% of all JMC graduating seniors shall score a grade of at least 70 on the senior exit exam.

Assessment Results

2010 Graduation Portfolio Review

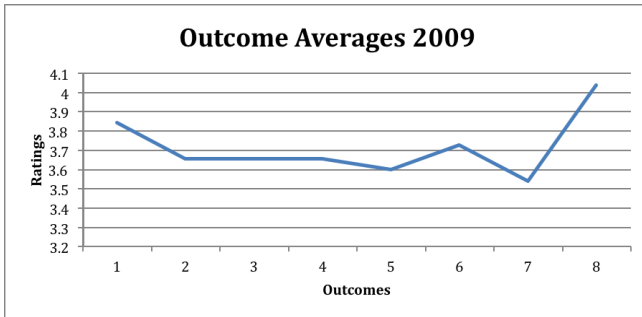
Eighteen portfolios (approximately one-third of those submitted) were selected for review. Average scores on a scale from 1 to 5 (with 5 being the highest score) ranged from 3.13 to 4.91 on the portfolio content, from 4.83 to 3.00 on the unit outcomes and from 3.18 to 4.88 overall. Grammar, spelling, punctuation and coherence were among the lowest scores, yet still in the 3.6 to 3.8 range, higher than in past years.

Unit outcomes that were low related to ability to think critically and writing correctly, with the lowest average being 3.5.



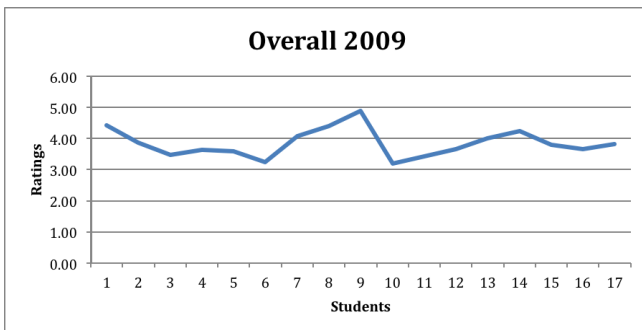
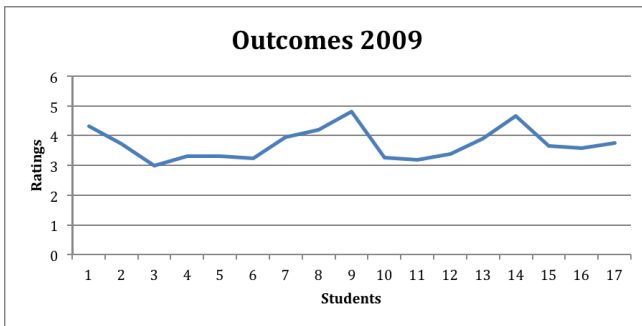
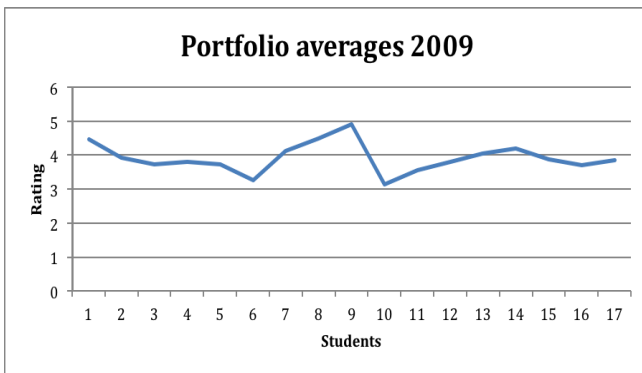
Criteria

1. Grammar
2. Spelling
3. Punctuation
4. Style
5. Coherence
6. Organization
7. Thought quality
8. Appropriate for audience
9. Appropriate for the medium
10. Appropriate for assignment
11. Production quality
12. Visual or aural appeal
13. Appropriate language
14. Appropriate writing style
15. Appearance



Outcomes

1. Use images correctly
2. Write correctly
3. Information search
4. Evaluate information
5. Evaluate their own work
6. Synthesize material
7. Think critically
8. Apply tools and technologies

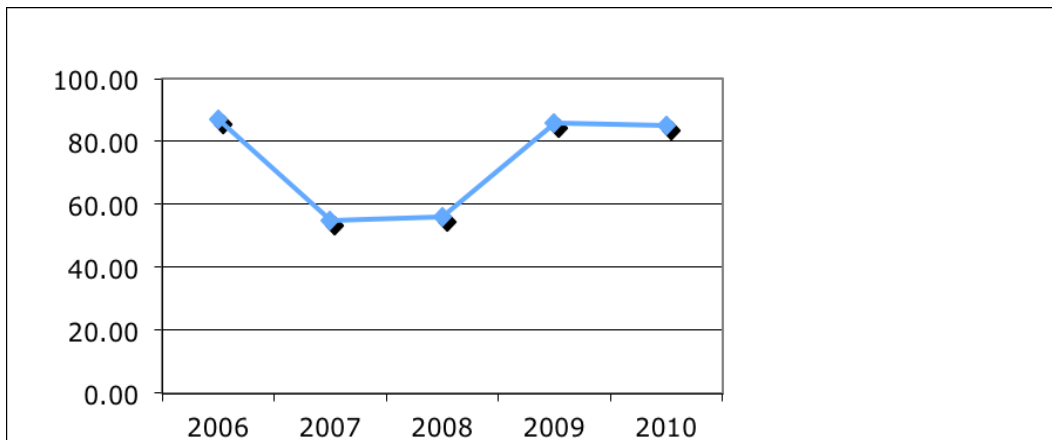


2010 Senior Exit Exam

Because the senior exit exam is administered at the end of classes, only spring data are currently available. These figures will include the fall data at the end of the year. Twenty students completed the exam in the spring of 2010.

The overall pass rate (70%) remains in the mid to high 80% range (85% for the spring) with mean scores in the 70s. Problematic areas continue to be in more complex subjects of law and ethics. The exam showed a distinct improvement in the area of determining newsworthiness and several legal issues, but indicated a decrease in understanding of ethical principles and “fair use” of reproduced materials.

Senior Exam Pass Rate 2006-2010



2010 Assessment Day Focus Groups

Freshmen Sophomore Group

The lowerclassmen focus group was moderated by graduate students Molly Grove and Michael McAteer. Eight students attended.

The lowerclassmen recognized the value of their writing classes even though they felt the performance bar was too high. They resisted the need for strict deadlines, and expressed a desire to get into more major specific classes earlier.

Most did not say they felt prepared for the job market, but they were comfortable with moving into more advanced classes in the program. They saw a clear sequencing of the classes and how they build on one another.

What they would miss about the SOJMC if they were to have to leave was the professors and the community atmosphere.

The upperclass group of ten students was moderated by Kari Shumaker, an account executive at the Herald-Dipatch.

Upperclassmen also stressed their appreciation for their writing classes, but said they would like more exposure to current technology. They mentioned the demanding standards less frequently, and when they did they were not complaining. Friendly, helpful professors who are accessible and easy to talk to were frequently noted.

The group felt they were prepared for first jobs in the field, but also felt they could tackle a variety of opportunities and they were felt they are ready for advancement.

The Marshall Plan and the requirement for 12 hours of science were seen as out-of-date.

Upperclassmen expressed enthusiasm for their capstone campaigns classes (advertising and public relations majors) and many said more “real life” projects would be helpful.

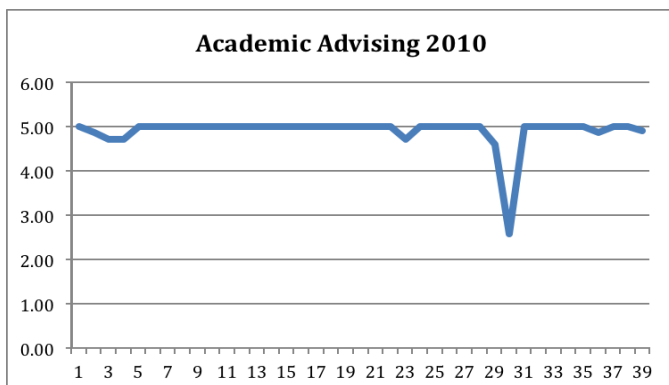
Although both groups stressed the significance of their writing experiences, one of the most distinct differences between the lowerclassmen and upperclassmen was the upperclassmen’s embrace of deadlines and AP style, and they were clearly more confident in their preparedness for the job and a long term career.

2010 Internship evaluations

The internship evaluations have been distributed, but results will not be available until January. Preliminary returns are indicating that the SOJMC continues to have a strong internship program in which students make a clear contribution to their employers.

2010 Academic Advising

The academic advising experience for SOJMC majors has few complaints. On a scale of 1 to 5 (5 being the highest) only 11 4s were given, with the exception of one anomalous case. the overall rating was 4.9. The criteria that received ratings of 4 were availability, finding appointment times and spending enough time with advisees.



Syllabus review

All course syllabi for three randomly selected faculty were assessed. Although most required Board of Governon's criteria were met, surprising weakness appeared regarding inclusion of course prerequisites and co requisites, office hours, special policies, and clearly written outcomes and expected behaviors. The syllabi reviewed met required content at only about a 64% rate.

At the beginning of each term faculty now receive a reminder of required and recommended syllabi content as they are preparing for an upcoming semester.