

Assessment of Learning Outcomes

Florida A&M University's (FAMU) School of Journalism and Graphic Communication (SJGC) utilizes a holistic approach to ensure that it offers quality degree programs. Following its 2018 continuing accreditation site visit, the programs in Journalism and Public Relations were cited for non-compliance of Standard 9: Assessment of Student Learning Outcomes. At that time, it was noted that a record of attention was apparent within SJGC; however, greater continuity and consistency of evaluation and analysis was needed to ensure effective assessment across the curricula. Specifically, the reviewers noted:

“A record of attention to assessment is apparent in meeting minutes, discussions with faculty members and others, and in self-study details combined with additional data provided to the team during visit. But lack of continuity across the past six years reduced the effectiveness of SJGC's assessment efforts. Uneven documentation of assessment across the full range of the process – gather, measure, analyze, identify opportunities, implement meaningful changes – made substantive assessment results sometimes difficult to verify. Valiant attempts to embolden assessment in 2017 is a positive indicator of potential for reclaiming assessment as a persistent strength.”

The approach towards quality assessment for the academic programs in Journalism and Public Relations centers on assessment of student learning outcomes annually that are aligned to ACEJMC's core values and course-level assessment, which includes formative and summative feedback. Upon graduation, it is expected that graduates of SGJC will have gained pertinent skills applicable to their profession and ability to increase the nation's workforce with the following skills:

- Communication
- Critical Thinking
- Content Discipline Specific Knowledge
- Cultural Diversity
- Research
- Technology Literacy
- Ethical Values

The annual assessment of student learning is guided by the University's assessment process, STARS. Data for the assessment measures are collected from faculty every semester. In addition to reports sent to the University Assessment department annually in October, a Program Evaluation Plan is created and distributed to faculty for their review. The plan lists the standard, the program goal/outcome for the standard, the assessment tool, the data results, a reflection of continuous improvement and faculty who are responsible for assessing the measure. Within this framework, the unit is responsible for submitting an annual plan (the aforementioned Program Evaluation Plan and shown in the appendices). The Plan must have five (5) objectives (the unit has eleven (11) in both Journalism and Public Relations), three (3) of the objectives must be student learning outcomes (all of the Journalism/Public Relations' objectives are connected to SLOs), and objectives must have two (2) assessment measures (the unit uses direct and indirect measures for

each objective). Each October, the academic unit provides a report to the University assessment office that details work toward the assessment plan (See Appendix for STARS Assessment Plan, September 16, 2019).

Following the STARS framework and submitting an annual plan and report to Florida A&M University's Office of University Assessment has strengthened the unit's knowledge of the assessment process. The Office of University Assessment has been an invaluable tool in the development of student learning outcomes.



Using the STARS approach, faculty collectively, through the School's assessment committee, define expected outcomes and measures to demonstrate success as outlined in each step of the STARS process.

Step 1: Student learning outcomes aligned to institutional mission and goals or strategic plan. For Journalism and Public Relations, faculty also elected to align student learning outcomes to the 12 core values and principles of ACEJMC.

Step 2: Identify targeted performance measures.

Faculty determined which courses from the curriculum would be identified as evaluation courses for the assessment of student learning outcomes annually. In this step, the unit uses both direct and indirect to assess obtainment of the SLOs. Direct measures vary depending on the type of course, but may include pre- and post-tests, rubrics, assessments within comprehensive examinations and written assignments, and evaluations of internships and documentary production. The unit's *indirect measures* are primarily exit surveys. The unit uses the University Assessment department's exit survey that is given every semester to every graduating student. In addition, Prof. Francine Huff, Knight Chair for Student Achievement, gives an additional senior exit survey to

graduating seniors in the Journalism and Public Relations programs. One recommended change by faculty for this survey is to add more field-specific values and competencies to gain students' perceptions of the value of those experiences.

Step 3: Analyze and review performance data.

SJGC faculty utilize formative and summative assessment measures to determine whether students are meeting course-level objectives. The School's assessment committee reviews data collected at the course-level to determine if defined student learning outcomes are met on an annual basis. Data for the assessment measures are collected from faculty members every semester. In addition to reports sent to the University Assessment Office annually in October, a Program Evaluation Plan is created and distributed to faculty for their review. The plan lists the standard, the program goal/outcome for the standard, the assessment tool, the data results, a reflection of continuous improvement and faculty who are responsible for assessing the measure.

Step 4: Reflect on results in relation to outcomes.

Following a review of the data, the assessment committee makes recommendations to the faculty regarding proposed changes for improvement. Faculty as a whole determine if changes should be adopted and implemented. If elected to be adopted, a plan of action and timeline for implementation follow. Some of the questions considered in this phase are: (1) What worked well?; (2) Did previous improvements result in positive outcomes?; and (3) What future improvements are needed to continue to strengthen the academic programs?

Step 5: Strengthen programs through continuous improvement.

Utilizing the steps outlined above, program faculty are able to approach assessment of student learning outcomes in a more meaningful way and consistently over a period of time. Following the 2018 visit, the academic units made significant changes to align student learning outcomes for the programs in Journalism and Public Relations to the ACEJMC competencies. SJGC's Assessment Committee, chaired by Dr. Leah Hunter, led the initiative to revise the program's annual assessment plans based on feedback from program faculty. Dr. Hunter and committee member Prof. Angeline Taylor had several meetings with staff members of the Office of University Assessment to obtain feedback on proposed changes to assessment plans in an effort to ensure that the SLO's determined by faculty were written in measurable terms, that the appropriate level of Bloom's Taxonomy was achieved based on faculty's expectation of student learning, and that appropriate targets were identified using direct and indirect measures of evaluation. Following the individual meetings with the Office of University Assessment, unit-wide faculty meetings were held to discuss the feedback and the faculty made adjustments to the assessment plans as needed. Using the STARS framework and submitting an annual plan and report to Florida A&M University's Office of University Assessment has strengthened the unit's knowledge of the assessment process and has provided a method to ensure continuity of assessment across all programs within SJGC. The Office of University Assessment has been an invaluable tool in the development of student learning outcomes.

After 2017-2018, efforts were made to increase faculty involvement and commitment to the assessment process. The current assessment plans have been developed with the full cooperation and participation of the SJGC faculty. The School conducted several workshops in the Spring 2019 and Summer 2019 time frames to review the curriculum, courses, syllabi and student learning

objectives. Faculty members teaching the same courses worked together to review Student Learning Outcomes within the core curriculum and made sure that these courses were in compliance. At the end of each semester, assessment results and data are submitted and reviewed. Faculty members are thoughtful about the effectiveness of their course assessments measures and changes/adaptations are made when needed.

Annual Assessment Plans and Reports for academic years 2017-18, 2018-19, and 2019-20 are shown below as evidence of the programs' commitment to quality assessment of student learning outcomes. It should be noted that the program revised its evaluation for AY2018-19 and 2019-20 as part of its continuous improvement and to reflect the ACEJMC values and principles as core components of the SLOs for each program.

Table 2 - AY2017-18 Assessment Plan and Results (Journalism & Public Relations)

Student Learning Outcome	Assessment Tool	Measurement Criteria	Actual Results	Use of Results for Continuous Improvement
Students will be able to demonstrate understanding of the history and professional principles related to the journalistic process.	<p><i>Direct</i> Pre-test and Post-test in JOU 1040 (Language Skills for Media Professionals) and JOU 2100 (Newswriting and Reporting I).</p> <p><i>Indirect</i> University Exit Survey</p>	<p>JOU 1040 – Gains in knowledge will be demonstrated by at least a 20% increase reflected in post-test scores</p> <p>JOU 2100 – Scores increased by 26.36% from pre-test to post-test</p> <p>At least 75% of students will agree/strongly agree that the program enhances their communication skills.</p>	<p>Overall mean score increased by 12.79 percentage points.</p> <p>100% of students surveyed agree/strongly agree that the program enhances their communication skills.</p>	<p>Learning gains were evidenced by the increased scores from pre-test to post-test, but not at the targeted measure for JOU 1040. As a result, Launchpad, an online module was added for both JOU 1040 and JOU 2100 to give students more opportunities to practice writing, grammar and AP style. A writing component was also added to JOU 1040.</p>
Students will be able to demonstrate an understanding of issues and perspectives related to the journalistic process across diverse cultures in a global society.	<p><i>Direct</i> Cultural Diversity Class Assignment</p> <p><i>Indirect</i> Exit Survey</p>	<p>MMC 2000- 40% of students will score grade of B or higher on a cultural diversity assignment to demonstrate the ability to identify cultural/racial differences in the history of communications, principles, and practices</p> <p>At least 75% of students will agree/strongly agree</p>	<p>The data was not collected/submitted and the faculty members teaching the course are no longer at the University.</p> <p>100% of students surveyed agree/strongly agree that the program</p>	<p>The assessment measure changed beginning Fall 2018 to the use of a pre and posttest.</p>

Student Learning Outcome	Assessment Tool	Measurement Criteria	Actual Results	Use of Results for Continuous Improvement
		that the program has enhanced knowledge of cultural diversity.	provided the ability to show consideration for difference among peoples.	
Students will demonstrate competency in their ability to synthesize and critically evaluate relevant and newsworthy topics.	<i>Direct</i> Internship evaluation <i>Indirect</i> University Exit Survey	MMC 4945- 85% of student completing an internship will receive a passing grade of "S" for the course and on the supervisor's evaluation of their performance. 80% of students will agree/ strongly agree they have the ability to think critically, analyze issues and current events, and to creatively engage in problem solving.	89.2% of the students completing an internship in AY2017-18 receive an evaluation grade of satisfactory. 100% of Journalism students either strongly agreed or somewhat agreed that they are able to think critically, analyze issues and current events, and engage in problem solving.	Discussions among faculty regarding this measure was the possibility of changing the grading system for the internship experience and evaluation to a Likert-style rubric that assessed critical skills rather than overall grade.
Students will demonstrate ability to utilize research skills, methods, and concepts appropriate to the communications profession.	<i>Direct:</i> Grading with rubric <i>Indirect:</i> University Exit Survey	RTV 3681 - 80% of students will earn a 70% or higher on live shows evaluated based on a feedback-based model using a standard grading rubric. At least 75% of students will agree/strongly agree that the program has enhanced their research skills.	86% of students made an overall grade of a B (80%) or better in the course. 97.36% of students strongly agree/ somewhat agree that SJGC enhanced their ability to use technology.	Discussion with faculty member about developing a measure more specifically tailored to assessing student's research capabilities in the course.
Students will demonstrate ability to use current technical/electronic journalism tools.	<i>Direct:</i> Grading with rubric <i>Indirect:</i> University Exit Survey	JOU 4342 - 70% of students will score a 70% or better on digital media portfolio project using a standard grading rubric. [Syllabus and description of assignment shown in the appendices]	94% of students obtained a 70% or higher on the multimedia project in Fall 2017. 97.36% of students either strongly agreed or somewhat agreed that SJGC has enhanced their ability	Discussion with faculty members who teach this course about developing an agreed upon assessment.

Student Learning Outcome	Assessment Tool	Measurement Criteria	Actual Results	Use of Results for Continuous Improvement
		At least 80% of students will be satisfied with their ability to use technology to support classroom learning.	to use technology to support classroom	
Students will demonstrate an understanding of professional ethical principles in written forms and styles appropriate for the profession.	<i>Direct:</i> Course embedded assessment <i>Indirect:</i> University Exit Survey	MMC 4203- 70% of students will score 70% or higher on a final research project that displays their knowledge of ethical principles, dilemmas and theories. At least 80% of students will be satisfied with their ability to adhere to high standard of academic integrity and personal conduct, based on senior exit survey.	100% of the students scored a 70% or higher on the final research paper. 99.12% of students believe that SJGC instilled a desire to adhere to higher standards of academic integrity and personal conduct.	Faculty discussed using a group project for an outcome measuring individual students. Future assessment will be based on the Ethics portion of the Capstone presentation.
Students will be able to demonstrate knowledge of professional principles related to the journalistic process.	<i>Direct:</i> Major Capstone project <i>Indirect:</i> University Exit Survey	In MMC 4922, Senior Capstone colloquium, 80% of students will receive a score of 70% or higher on the senior capstone project 75% of Journalism students either strongly agreed or somewhat agreed that SJGC has given them a sense of competence in their major field of study	60% of total students scored a 70% or higher on Capstone. When looking at students who actually presented (47 students chose not to even present), that number increases to 72%. 99.12% of Journalism students either strongly agreed or somewhat agreed that SJGC has given them a sense of competence in their major field of study	
Students will demonstrate the ability to write journalistically on deadline, using standard grammar, spelling and punctuation.	<i>Direct:</i> Pre- and Post-Test	JOU 1040 – Language Skills for Media Professionals. Gains in knowledge will be demonstrated by at least a 20% increase reflected from pre-test to post-test scores	Overall mean score increased by 12.79 percentage points.	Students are learning the AP format, but are not becoming as proficient as the school would like within the time frame. For 2018-2019, course will include an online component

Student Learning Outcome	Assessment Tool	Measurement Criteria	Actual Results	Use of Results for Continuous Improvement
				(Launchpad) that will give the students more opportunities to practice their writing, grammar and AP style writing.
Students will be able to demonstrate knowledge of professional principles related to public relations and its history.	<p><i>Direct:</i> Pre- and Post-Tests Course embedded assessment</p> <p><i>Indirect:</i> University Exit Survey</p>	<p>PUR 3000 - Gains in knowledge will be demonstrated by pretest and posttest exam covering the history of public relations, 75% of students will score a 70 or better on the posttest.</p> <p>At least 75% of students will agree/strongly agree that the program enhances their communication skills.</p>	<p>No data is available for this measure. Pre-/Post-Test was not created.</p> <p>100% of students surveyed agree/strongly agree that the program enhances their communication skills.</p>	<p>Public Relations professors will create pre-test/post-test for measure.</p> <p>Pre-test and Post-test implemented beginning Fall 2019.</p>
Students will be able to demonstrate knowledge of issues and perspectives in public relations across diverse cultures within a global society	<p><i>Direct:</i> Course Embedded Assessment</p> <p><i>Indirect:</i> University Exit Survey</p>	<p>PUR 3105 - Students will create media kits that target a culturally diverse audience. 90% of the students will score a 70% or better.</p> <p>At least 75% of students will agree/strongly agree that the program has enhanced knowledge of cultural diversity.</p>	<p>59% of PUR 3105 students earned a score of 70% or higher for the Fall 2017 semester.</p> <p>100% of students surveyed agree/strongly agree that the program has enhanced knowledge of cultural diversity.</p>	<p>After discussion with faculty, assessment will be changed and based on MMC2000, Intro to Mass Media (required core course) and the pre-test/post-test with diversity questions already established.</p>
Students will be able to demonstrate competency in their ability to synthesize and critically evaluate public relations materials.	<p><i>Direct:</i> Grading with rubric</p> <p><i>Indirect:</i> University Exit Survey</p>	<p>In PUR 4800 (PR Campaigns) students will demonstrate critical evaluation skills via the development of a PR campaign that includes writing, 90% of students will score 80% or higher on this assignment.</p>	<p>No data is available for this measure</p>	

Student Learning Outcome	Assessment Tool	Measurement Criteria	Actual Results	Use of Results for Continuous Improvement
		<p>[Project instructions for the Student Campaign are included in the appendices]</p> <p>80% of students will agree/ strongly agree they have the ability to think critically, analyze issues and current events, and to creatively engage in problem solving.</p>	<p>100% of Public Relations students either strongly agreed or somewhat agreed that they are able to think critically, analyze issues and current events, and engage in problem solving.</p>	
<p>Students will demonstrate ability to utilize research skills, methods, and concepts appropriate to the public relations profession</p>	<p><i>Direct:</i> Research paper</p> <p><i>Indirect:</i> University Exit Survey</p>	<p>In PUR 4500 (PR Research & Strategies), students will demonstrate research skills by producing a 20-page scholarly research paper. Students will gather original data based on surveys collected from Florida A&M University students.</p> <p>At least 75% of students will agree/strongly agree that the program has enhanced their research skills.</p>	<p>No data is available for this measure.</p> <p>97.36% of students strongly agree/ somewhat agree that SJGC enhanced their ability to use technology.</p>	<p>Faculty discussed the measure with plan to complete assessment next school year.</p>
<p>Students will demonstrate ability to use current technical/electronic tools utilized in the field of public relations.</p>	<p><i>Direct:</i> Course embedded assessment</p> <p><i>Indirect:</i> University Exit Survey</p>	<p>In PUR 3105 (PR Communications), students will demonstrate knowledge of technology by creating and producing PSAs, building a website, mastering social media and branding, and graphics.</p> <p>At least 80% of students will be satisfied with their ability to use technology to support classroom learning.</p>	<p>95.4% of PUR 3105 students earned a score of 70% or higher for the Fall 2017 semester.</p> <p>97.36% of students either strongly agreed or somewhat agreed that SJGC has enhanced their ability to use technology to support classroom</p>	

Table 3 - Revision to Student Learning Outcomes and Results AY 2018-19 (Journalism)

Student Learning Outcome	Course Assessed	Measurement Criteria and Results	Rationale for Change	Initial Results
<p>Upon graduation students will be able to identify the principles and laws of the First Amendment, including freedom of speech and freedom of the press.</p>	<p>MMC 4200 Communication Law</p>	<p>Individual Reflection Paper in MMC 4200 (Communication Law)</p>	<p>Prior to AY2018-19, students applied apply their knowledge of First Amendment principles by designing a creative project based on a number of current issues involving its tenets. Groups presented on various topics related to the First Amendment.</p> <p>To assess individual knowledge of the First Amendment as it applied to freedom of speech and freedom of the press, an Individual Reflection Paper graded on a 10-point rubric was added.</p>	<p>Presentations of this project will occur in the final week of class.</p>
<p>Students will be able to distinguish the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power and to assemble and petition for redress of grievances.</p>	<p>MMC 4200 Communication Law</p>	<p>Compare and Contrast writing assignment of freedoms, or lack thereof, among different nations around the world in MMC 4200 (Communication Law).</p> <p>Students are graded on a 20-point rubric.</p> <p>80% of students are expected to score 16 or higher.</p>	<p>Faculty determined that while Communication Law (MMC 4200) consistently covered the First Amendment, demonstrated knowledge of freedoms around the world was lacking.</p>	<p>Qualitative data from students' reflection paper showed students learned a lot.</p>
<p>Students will be able to demonstrate a knowledge of history of mass media and the professionals who have shaped communications to this point.</p>	<p>MMC 2000 Introduction to Mass Media</p>	<p>Students will demonstrate gained knowledge through a 20% increase from pre-test/post-test</p> <p>Indirect: At least 80% of students will agree/strongly agree that the program enhances their knowledge of the professional principles and history of journalism.</p>		<p>From pre-test to post-test, students improved by 3.06% (from 28.44% to 31.5%) for Fall 2018 and decreased by 3.72% (from 26.33% to 22.61%) for Spring 2019.</p> <p>98.48% of students agreed/strongly agreed that they are competent in their field and 91.09%</p>

Student Learning Outcome	Course Assessed	Measurement Criteria and Results	Rationale for Change	Initial Results
				agree/strongly agree that they can apply that theoretical knowledge to practical situations.
Students will be able to demonstrate the impact of diversity, including gender, race, ethnicity and sexual orientation, in a domestic and global society in relation to journalism and mass communication.	MMC 2000 Introduction to Mass Media	Students demonstrate knowledge of diversity in media via questions within increase in score pre-test/post-test covering general Mass Media knowledge. INDIRECT MEASURE: At least 75% of students will agree/strongly agree that the program has enhanced their knowledge of cultural diversity.	First, one of the three sections of the course did not give the post-test, skewing the numbers. Second, it is apparent that the students likely guessed correctly at the beginning of the semester and then did not retain the information during the semester. Third, there are limited questions to address diversity in the pretest posttest as presently designed. As a result, we are looking to better educate our students on diversity and its impact by creating more meaningful assignments that require critical thinking rather than rote memorization.	In Fall, the aggregate percentage dropped from 65.2% in the pre-test to 33.85% in the post-test. In the Spring, this number decreased from pre-test post-test from 21.25% to 14.4%. This resulted in an overall percentage decrease of 31.35% in the Fall and 6.85% in the Spring. 98.5% of students either agreed/strongly agreed that they were provided with knowledge of cultural diversity and differences among people.
Students will be able to effectively apply learned theories of journalism to presentations of images and information in the field.	MMC 4945 Internship Practicum	In MMC 4945 (Internship), students will be evaluated by internship supervisors on ability to apply theories learned. 85% of students will receive a C or better on their internship supervisor evaluation.	Starting in Spring 2020, students will be required to present their skills learned during the internship to a faculty and student panel and provide a written summary of their internship activity.	95.7% of MMC 4945 students earned a score of 70% or better on their internship supervisor evaluation.
Students will be able to analyze professional ethical principles and relate said principles to working ethically in pursuit of truth, accuracy, fairness and diversity.	MMC 4203 Media Ethics	70% of students will score a 3 or higher on a 5-pt. rubric during Capstone presentation, displays their knowledge of ethical principles, dilemmas and theories. INDIRECT MEASURE: At least 80% of students will strongly agree that they are satisfied with	While the Capstone measurement does assess students in one of their final courses in the program, the measurement in the rubric is a combined score of ethics and law. In the Fall 2019, students will be assessed via a comprehensive exam in Media Ethics (MMC 4203).	71% of students scored a 3 or higher on the Capstone ethics/law question in Spring 2019. 96.24% of students agree/strongly agree that they are satisfied with their ability to adhere to a high

Student Learning Outcome	Course Assessed	Measurement Criteria and Results	Rationale for Change	Initial Results
		their ability to adhere to high standard of academic integrity and personal conduct.		standard of academic integrity and personal conduct.
Students will be able to think critically, creatively and independently.	RTV 3601C Broadcast Announcing	In RTV 3601 (Broadcast Announcing), students learn podcast production and create original work Students evaluate and analyze each other's work via peer feedback. 70% of students will earn a 3 out of 5 on the rubric.		95% of students earned a 3 or better on their podcast assignment. 10% above average (4 -5) 85% average (3 - 2) 5% below average (0-1)
Students demonstrate critical, creative, and independent thinking through the visual display of documentaries	RTV 3332 Specialized Reporting	In RTV 3332 (Specialized Reporting) students create documentaries to be screened at J-School Journals, the student premiere screening.		Spring 2019 Specialized Reporting of documentaries screened was 50%. Four (4) documentaries in the class produced and two (2) were screened.
Students will be able to conduct research and evaluate information using journalistic methods.	PUR 4500 Public Relations and Strategies	Overall Course Grade Pre and Post Tests beginning Fall 2019 At least 85% of students will agree/strongly agree that the program has enhanced their research skills.	Faculty determined that overall course grades was not the best way for students to demonstrate knowledge of research practices. Pre and Post surveys were added to assess students' knowledge of the critical steps in the research process. <u>Continuous Improvement</u> Further assessment of this SLO is being discussed by faculty to determine if a more suitable approach would be better; for example, the use of rubric for grading the final paper and mini papers leading up to the final.	Fall 2019 will be the first time that PUR 4500 will include a pretest/posttest on elements of research. Indirect: 95.48% of students agree/strongly agree that their research skills have been enhanced.
Students will be able to write correctly and clearly in Associated Press style.	JOU 1040 Language Skills for Media Professionals	Students will achieve a 20% increase in score from pretest to post-test	Continued discussion on how to best add a writing component to the exam. Additionally, faculty discussed potential additional opportunities to give the exam in later courses to assess if	The pretest average score from Fall 2018 and Spring 2019 data is 47.8% and the post-test average is 60.8%. This is an increase of 13 points.

Student Learning Outcome	Course Assessed	Measurement Criteria and Results	Rationale for Change	Initial Results
			students are retaining information/knowledge increasing.	
Students will be able to apply basic numerical and statistical concepts.	JOU 3101- Reporting & Writing II	Knowledge of numerical and statistical concepts are demonstrated via in class assignments.		This measure will begin in Fall 2019
Students will be able to apply tools and technologies for the developing journalism world, including digital media.	RTV 3322 Advanced TV News	70% of students in RTV 3322 (Advanced TV News) will score a 3 or better on a rubric assessing ability to use current technical/electronic journalism tools and engage and inform an audience in multiple media platforms. INDIRECT MEASURE: At least 80% of students will be satisfied with their ability to use technology to support classroom learning.		Advanced TV News Bites results for spring 2019. 95% of students scored a 3 or higher on their news segment. Specific percentages: 20% above average (4 -5) 75% average (3 - 2) 5% below average (0-1) Indirect: 95.48% of students agree/strongly agree that their ability to use technology has been enhanced.
Students will be able to demonstrate a knowledge of history of public relations and the professionals who have shaped communications to this point.	PUR 3000 - Introduction to Public Relations	Gains in knowledge will be demonstrated by a 40-point increase in pretest and posttest exam covering the history of public relations, At least 75% of students will agree/strongly agree that the program enhances their communication skills.		26.9% of students earned a passing score on the PUR 3000 pre-test. Indirect: 98.48% of students agreed/strongly agreed that they are competent in their field and 91.09% agree/strongly agree that they can apply that theoretical knowledge to practical situations.
Students will be able to demonstrate the impact of diversity, including gender, race, ethnicity and sexual orientation, in a domestic and global society in	PUR 3401 Critical Issues in Public Relations	Students will monitor and report on current news events to present a recent critical PR issue/challenge they find “in the news” dealing with cultural		89% of students scored B or higher (17/19) while 11% score Cs (2/19)

Student Learning Outcome	Course Assessed	Measurement Criteria and Results	Rationale for Change	Initial Results
relation to public relations and mass communication.		<p>diversity. 80% of students will make an 80% or higher on the analysis assignment.</p> <p>Indirect: At least 75% of students will agree/strongly agree that the program has enhanced their knowledge of issues cultural diversity.</p>		Indirect: 98.5% of students either agreed/strongly agreed that they were provided with knowledge of cultural diversity and differences among people.
Students will be able to effectively apply learned theories of public relations to presentations of images and information in the field.	MMC 4945 Internship	Students will be evaluated by internship supervisors on ability to apply theories learned. 85% of students will receive a C or better on their internship supervisor evaluation.		95.7% of MMC 4945 students earned a score of 70% or better on their internship supervisor evaluation.
Students will be able to analyze professional ethical principles and relate said principles to working ethically in pursuit of truth, accuracy, fairness and diversity.	MMC 4922 Capstone	<p>70% of students will score a 3 or higher on a 5-pt. rubric during Capstone presentation,</p> <p>INDIRECT MEASURE: At least 80% of students will strongly agree that they are satisfied with their ability to adhere to high standard of academic integrity and personal conduct, based on senior exit survey.</p>	Fall 2019 New measure: Students will be given a comprehensive exam that will assess their knowledge of ethics and the proper way to handle ethical dilemmas in journalism. 70% of students will score a 75% or better of the exam.	Results: 71% of students scored a 3 or higher on the Capstone ethics/law question in Spring 2019. Indirect: 96.24% of students agree/strongly agree that they are satisfied with their ability to adhere to a high standard of academic integrity and personal conduct.
Students will be able to think critically, creatively and independently.	PUR 4800 Public Relations Campaigns [Project instructions for the Student Campaign are included in the appendices]	Students will demonstrate the ability to think critically through the development of a PR campaign plan. 75% of students will earn a score of 80% or higher on the data gathering and analytics of the PR campaign plan.		In Fall 2018 , 100% of PUR4800 students earned a score of 80% or higher on the development of a PR campaign semester. In Spring 2019 , 70% of PUR4800 students earned a score of 80% or higher on the data gathering and analytics of the PR campaign plan for the semester.

Student Learning Outcome	Course Assessed	Measurement Criteria and Results	Rationale for Change	Initial Results
				In Summer 2019 , 50% of PUR4800 students earned a score of 80% or higher on the data gathering and analytics of the PR campaign plan for the semester.
Students will demonstrate ability to utilize research skills, methods, and concepts appropriate to the public relations profession	PUR 4500- PR Research & Strategies	Overall Course Grade Pre and Post Tests beginning Fall 2019 At least 85% of students will agree/strongly agree that the program has enhanced their research skills.	Faculty determined that overall course grades was not the best way for students to demonstrate knowledge of research practices. Pre and Post surveys were added to assess students' knowledge of the critical steps in the research process. <u>Continuous Improvement</u> Further assessment of this SLO is being discussed by faculty to determine if a more suitable approach would be better; for example, the use of rubric for grading the final paper and mini papers leading up to the final.	The measure begins in Fall 2019. Fall 2019 will be the first time that PUR 4500 will include a pretest/posttest on elements of research. Indirect: 95.48% of students agree/strongly agree that their research skills have been enhanced.
Students will be able to write correctly and clearly in Associated Press style.	PUR 3105- PR Communications	Students will create media kits using AP Style to create a news release, media alert, a fact sheet, a backgrounder, an op-ed/feature story and product profile. 80% will earn an 80% or higher on the media kit.		In Fall 2018 , 90% of PUR3105 students earned a score of 70% or higher on their media kit project for the semester. In Spring 2019 , 62.5% of PUR3105 students earned a score of 80% or higher on their media kit project for the semester.
Students will be able to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.	PUR 4800 -Public Relations Campaigns [Project instructions for the Student Campaign are included in the appendices]	Students will be organized in groups to evaluate each other's Strategic Plan at the end of the semester. 80% of students will grade their peers at a 70%, C, or higher.	In future assessment, faculty members will create a rubric accessing students self/peer evaluations.	100% of PUR4800 students gave a score of 70% or higher to their peers on the development of a PR campaign. Indirect: 98.49% of students agree/strongly agree that they are able to

Student Learning Outcome	Course Assessed	Measurement Criteria and Results	Rationale for Change	Initial Results
		Indirect: At least 80% of students will strongly agree they are able to think critically about and analyze issues and current events, and to creatively engage in problem solving.		think critically about and analyze issues, and to creatively engage in problem solving.
Students will be able to apply basic numerical and statistical data reporting concepts for a public relations and mass communication scholarly research paper designed to address a real-world public relations task.	PUR 4500-PR Research & Strategies	Overall Course Grade Pre and Post Tests beginning Fall 2019 At least 85% of students will agree/strongly agree that the program has enhanced their research skills.		The measure begins in Fall 2019. Indirect: 95.48% of students agree/strongly agree that their research skills have been enhanced.
Students will be able to apply tools and technologies for the developing world of public relations, including digital media.	PUR 3105-Public Relations Communications	Students will demonstrate knowledge of technology by creating and producing a PSA. 75% of students will earn a score of 80% or higher on the PSA project. Indirect: 80% of students will agree that they are prepared for the technology requirements needed post-graduation.		In Fall 2018, 90% of PUR3105 students earned a score of 80% or higher on their PSAs for the semester. In Spring 2019, 62.5% of PUR3105 students earned a score of 80% or higher on their PSAs for the semester. Indirect: 95.48% of students agree/strongly agree that their ability to use technology has been enhanced.

Many of the changes that occurred in the assessment of the Journalism and Public Relations programs within SJGC were shown above in table form. The narrative below provides greater detail on each of the significant changes and how the student learning outcomes were redefined to align with the core values and principles of ACEJMC.

Journalism Student Learning Outcomes (SLOs)

Upon graduation students will be able to identify the principles and laws of the First Amendment, including freedom of speech and freedom of the press.

Communication Law (MMC4200) has always emphasized the importance of the First Amendment to society and, specifically to media professionals. While reviewing the curriculum, the faculty identified that a specific assignment(s) did not fully address the First Amendment. The faculty, led by the assessment committee identified and implemented the appropriate way to include this competency in the curriculum by adding a targeted learning opportunity, an assignment and an appropriate method to assess student learning.

Within this course, students apply their knowledge of First Amendment principles by designing a creative project based on a number of current issues involving its tenets. Groups present on various topics related to the First Amendment. Starting in Fall 2019, one of the elements within the project is a Reflection Paper, which is an individual assignment embedded in the group project. In the reflection paper, a student must reflect on their role in the group, what they were responsible for and what they learned specifically about the First Amendment in practice while completing this assignment. This individual reflection paper is graded on a 10-point rubric. Presentations of this project will occur the final week of classes. Following the first iteration of this assignment/assessment, the faculty and assessment committee will convene to determine if the assignment and assessment methods measured student learning and if the assessment should be modified.

Students will be able to distinguish the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power and to assemble and petition for redress of grievances.

While **Communication Law (MMC4200)** covers the First Amendment consistently, looking at freedoms around the world had not been a specific component. When the school adapted the listed competencies, this one was a revelation. In Fall 2019, students completed a writing assignment that compares and contrasts the freedoms, or lack thereof, in different nations around the world to those given via the First Amendment in the United States. Students are graded on a 20-point rubric and 80% of students are expected to score a 16 or higher. Students indicated that this assignment was valuable and further stated they learned a lot about the differences between the freedoms allotted in the United States and other nations and that they did not realize the limited freedoms in other parts of the world.

Students will be able to demonstrate a knowledge of history of mass media and the professionals who have shaped communications to this point.

In **Introduction to Mass Media (MMC2000)**, students learn the extensive history of mass media and those innovators who shaped communications. Students in this course take a pre- and post-test to ensure that the students have learned and retained this general mass media knowledge. The goal is for student scores to increase by 20% from pre-test to post-test. Results from spring 2019 did not bear out these results. Scores actually decreased by 3.72%. The faculty has had continued discussion about these results and what adjustments should be made to the course to foster increased student learning. In Fall 2019, the unit added an online section of this course.

Students will be able to demonstrate the impact of diversity, including gender, race, ethnicity and sexual orientation, in a domestic and global society in relation to journalism and mass communication.

In **Introduction to Mass Media (MMC2000)**, women and people of color are discussed throughout the course. The first woman-owned newspaper, the first Black owned TV station and specific discussion about trailblazers such as Ida B. Wells are just a few examples. The goal in this course is to address diversity and its importance throughout the semester. Until 2019-20, diversity was measured via the pre- and post-test also given to evaluate students' knowledge of media history. Specifically, questions within the test focused on diversity within media. There were a limited number of questions and, as mentioned in the previous measure, the students generally do not perform well on this exam. As a result, we were looking to better educate our students on diversity and its impact by creating more meaningful assignments that require critical thinking rather than rote memorization, so, an adjustment was made. Starting in Fall 2019, each professor assesses diversity within targeted assignments dedicated to diversity within mass media. For example, in the online section, students write about FX television program "Pose" and its depiction of members of LGBTQ+ communities of color. Students are asked to analyze and discuss the show's importance, identify what stands out in the program that is not present in other shows, to discuss stereotypical images of the LGBTQ+ community on other TV programs, and why this representation matters. After the assignment, students read each other's paper and provide peer feedback. An additional assignment uses a similar format, but the students watch the documentary "Reel Injun" and discuss the stereotypical images of Native Americans in American film.

Students will be able to effectively apply learned theories of journalism to presentations of images and information in the field.

In **Internship Practicum (MMC4945)**, students are evaluated by their internship supervisors on their ability to navigate through theories they have learned in class, think critically and apply their knowledge in the workforce.

Our assessment criterion indicated that 85% of students would earn a score of 70% or higher in their supervisors' evaluations. The results revealed 95.7% of Internship Practicum students earned a score of 70% or better on their internship evaluations. This assessment provided valuable feedback on the alignment between our curriculum, student competency and external stakeholder expectations. The rubric for this measure can be found in the appendices.

Students will be able to analyze professional ethical principles and relate said principles to working ethically in pursuit of truth, accuracy, fairness and diversity.

Media Ethics (MMC4203) employed extensive student-centered learning strategies to develop critical thinking skills. Students are assessed in this class through ethics case study presentations, online discussion boards of contemporary ethical issues and a written final examination comprised entirely of short and long answer essays.

Over the course of the semester, each student is required to present three case studies to the class based upon the textbook. This exercise helps them develop personal presentation skills as well as

analyses as they explain how each of three primary ethical perspectives (deontological, teleological and virtue) may lead one to resolve a situation. The initial presentation acclimates students to the format of publicly presenting an ethical issue using Situation-Analysis-Decision structured format. The second presentation allows the students to become more familiar with the format to begin applying appropriate ethical perspectives. By the third presentation, students have developed a strong sense of confidence and professionalism and are better able to address the ethical applications at a deeper, more sophisticated level.

To help students learn the materials on media ethics, in-class lecture material used a Socratic approach. This approach presents course materials in a way that engages students using a question-and-answer format. Calling upon students to apply an ethical perspective to a situation helps to generate discussion with the instructor as well as other students in the class. Textbook lectures are presented using PowerPoint to condense the readings and allow students to use “chunking” as a way to organize material to facilitate recall. Current events examples are regularly used and presented via hyperlinks to appropriate online sources. In this way theoretical perspectives can be given practical form and allow the class to connect theory with real-life practice. Qualitative feedback has suggested that the classroom environment is affirming and encourages success.

An extensive online component was created via Blackboard and students are required every two weeks to critically analyze and comment on current events cases that require connection of the course content to real world contexts. Credit is provided when substantive comments and feedback to other comments is provided.

At the culmination of the course, students complete a cumulative exam that includes short and long answer questions that require the use of critical thinking by utilizing course-based knowledge to solve real world ethics issues. This assists students by broadening their knowledge of the challenges that might be faced as they enter the Journalism profession.

Students will be able to think critically, creatively and independently.

Broadcast Announcing (RTV3601C) focuses on effectively communicating to audiences through broadcast writing, body language, voice, diction, volume and tonality. Students learn media presentation skills through journalism. The course emphasizes skills used to deliver news and information via television, digital outlets, social media and for over-the-top television. The class uses critical thinking projects, class discussions and digital discussion boards.

It is vital to measure the Broadcast Announcing course to provide feedback that supports and allows student journalists to step forward with their desire to learn how to produce quality content, contribute to society journalistically and achieve greatness through journalism.

The assignment measured in RTV3601C is Little Momma’s Story Time. The project allows students to incorporate diversity through audio stories. Students use journalistic and announcing principles to create nonfiction stories centered on a personal narrative. Students gain knowledge of writing scripts and incorporating audio effects to add a creative element, which also promotes editing. The activity is designed to relay podcast content creation techniques.

The measurement provides feedback, through peer review, that is essential to the sustenance and growth student journalists need to evolve into professional journalists. Peer review subjects the student producer to the scrutiny of others at their level who happen to be embarking on a path in the same field. Peer feedback helps future journalists understand subjective feedback and the factors that contribute to an audience's decision whether a work should be accepted and published to the masses.

After completing the **Specialized Reporting (RTV 3332)** class students are able to think critically, creatively and independently after producing documentaries in the course.

The beginning of this process starts with students being instructed on how to pitch story ideas. Students research and write treatments for the projects; present their proposed projects orally in a peer-to-peer review in class; and as a part of this process, choose several of the projects to be produced in the course. This assignment is a part of the overall assessment plan.

Along with lectures from the textbook and the critical review by students and the instructor of award-winning student documentaries, students soon begin the process of producing their own documentaries. Students demonstrate and learn from hands-on instruction the practice of telling compelling documentary stories with 3-act structure, research, reporting, broadcast writing, voice over talent, interviews, videography, the use of music, natural sound and special effects. Throughout the class and in all phases of the documentaries, students utilize media ethics and communication law for their projects.

Critical thinking skills are demonstrated more in test assessments that include essay tests and demonstrated knowledge of current events.

Many documentaries start out as entrepreneurial projects, so students in the course learn to develop a press kit for their film that is a part of their final project requirements. Also, the demonstrated ability to use social media posts about their documentary is a critical, independent aspect of new media usage that is frequently showcased by students in the class.

Documentaries gain national and international distribution and awards primarily through film festivals. As a result of this market phenomenon, students in the class demonstrate through oral discussions and testing their grasp of knowledge regarding film festivals and distribution companies.

Various documentaries from the class are screened publicly at the bi-annual and very recognized J-school Journals documentary premiere on FAMU's campus. The Tallahassee Democrat Newspaper (Gannett), WCTV-TV (CBS) and WTXL-TV (ABC) continually give media coverage to the screenings of the student documentaries. Lastly, through the independent, creative and critical journalistic skills of students in the class, documentaries from the course have gained students employment with NFL Films, CBS ("60 Minutes") and many others. Students from the class have won awards 10 years in a row. Here is a partial listing of award-winning student documentaries from the course in previous years:

Loneliness, The Solution – Florida Associated Press Award Winner - 2019

Taking the Jersey Off – Florida Associated Press Award Winner – 2018

Pulpits 2 Politics – Florida Associated Press Award Winner - 2017

Students will be able to conduct research and evaluate information using journalistic methods.

Public Relations & Strategies (PUR4500) is one of the more rigorous upper division courses offered in the Division of Journalism /Public Relations curriculum. Data suggested that 54% of students passed the class at the 80th percentile when the course was offered during the Spring 2019 semester. The assessment goal was that 70% of students enrolled would pass the class at the 80th percentile or earn an overall grade of “B.”

The course assessment goal was not met during the Spring 2019 semester. However, after reviewing the data and discussing the class with the Division of Journalism Assessment Coordinator, the professor(s) incorporated the following changes to the class for the Fall 2019 semester to increase the likelihood that the overall student performance would meet the Assessment Goal described above.

The two changes recommended for the Fall 2019 course included:

1) Incorporation of an online 24/7 site that offers detailed explanations about how to write each chapter of a Social Sciences' scholarly paper. Feedback from students indicated that they seemed to understand instructions during class time but were confused when writing each chapter outside of class.

This University of Southern California Social Science research guide site is useful to students by providing online written guidance that is available online on a 24/7 basis outside of class. The change was made in the current class being taught this semester (Fall 2019) and a notable decline in questions related to the purpose of each chapter and how to organize each chapter to meet the purpose of the chapters has been noticed. Most students, over half of the class, have submitted paper chapters by the due date. See chapter assignment due dates are depicted below:

Seven (7) Graded Assignment Categories

TWO WEEKS are ALLOWED FOR STUDENTS TO GATHER 25 SCHOLARLY JOURNAL ARTICLES TO USE IN WRITING YOUR RESEARCH PAPER. ARTICLES MUST BE SECURED AND APPROVED FOR USE BY DR. GRABLE NO LATER THAN **Thursday, SEPT. 5, 2019.**

1) First Written Draft of Introduction Chapter Due Due date is Thursday, Sept. 19 (4 pages maximum)	20pts.
2) First Written Draft of Literature Chapter Due Due date is Thursday, Oct. 17 (6 pages maximum)	20pts.
3) First Written Draft of Methodology Chapter Due Due date is Thursday, Oct. 24 (2 pages maximum)	20pts.
4) First Written Draft of Results Chapter Due Due date is Tuesday, Nov. 12 (4 pages maximum)	20pts.
5) First Written Draft of Discussion/Conclusion Chapter Due Due date is Tuesday, Nov. 19 (4 maximum pages)	20pts.
6) First Written Draft of the Abstract (one-half page) Due date is Tuesday, Nov. 26	20 pts.
7) Completed spiral bound research paper MUST BE SUBMITTED TO DR. GRABLE IN HER OFFICE (ROOM 3034) AT 12:30 p.m. ON THURSDAY, DEC. 5. NO late papers will be accepted.	80pts.
Total Possible points	200pts.

2) Several class meetings will be devoted to writing sessions. This change will allow students to write while in class with the professor's assistance in an effort to improve student writing and understanding of each chapter of the scholarly paper. Such a change will allow more one-on-one contact with students who may be experiencing writing anxiety or confusion while writing a formal research paper.

Please Note:

Faculty in the Journalism program will determine a suitable course within the core Journalism program to assess research abilities for our students.

Students will be able to write correctly and clearly in Associated Press style.

In **Language Skills for Media Professionals (JOU1040)**, the class is measured to ensure that students have received learning gains in writing in Associated Press Style. Students will achieve a 20% increase in score from pre-test to post-test given in JOU1040. Students will take a comprehensive pre-test and post-test at the beginning and conclusion of the semester that determines students' comprehension of AP Style, mastery of grammar, word choice and spelling. In addition, a writing component will be added that will assess students' ability to write using correct grammar, spelling and punctuation based on a rubric.

The pre-test average score from Fall 2018 and Spring 2019 data is 47.8% and the post-test average is 60.8%. This is an increase of 13 percentage points. The writing component has not been added to the exam. As a faculty unit, we need to discuss the best way to monitor, correct and improve writing skills.

Students will be able to apply basic numerical and statistical concepts.

As required by Florida A&M University and the unit's national accrediting agency ACEJMC, the SJGC reinforced its plan to assess student-learning outcomes. A top goal is to deliver curricula that provide SJGC students with an enhanced foundation in practice to complement theory regarding digital media and related communications, especially in the area of data journalism/financial journalism.

Achieving the goal involved the school's faculty member, Dr. Ann Wead Kimbrough, an active financial journalist with at least six doctorate hours in statistical analysis. The rapidly advancing communication fields require that the SJGC maintain its pace with providing students with appropriate skills development. As part of the over-arching goal of the SJGC, students are expected to learn from the textbook, the professor's lectures and assignments and from professionals who offer insight into the financial and data collection, reporting and writing aspects of journalism.

An example of implementing practices and measuring standards among SJGC students is provided each semester since fall 2018 in the **Reporting & Writing II (JOU 3101)** course. In this course, students are provided a syllabus at the beginning of the semester that outlines assignments related to learning and practicing data/financial journalism. Students are provided a rubric for measurement on how well they apply basic numerical concepts to their previously assigned and/or new assignments. For example, in the spring of 2019, student assignments involving data/financial news included, but were not limited to, individual beat coverage of transportation, crime, health, entertainment, entrepreneurship and travel. Their work was produced in blogs, podcasts and news articles. Some were published in student media.

Students will be able to apply tools and technologies for the developing journalism world, including digital media.

In **Advanced Television News (RTV3322C)**, students learn to produce a quality television newscast and news for multimedia formats. Students understand and apply professional news terminology; in-studio and newsroom live reporting; field reporting; field production; newsgathering techniques; storytelling and story development. Students produce and report live news on television and news content on multimedia platforms. Students gain an understanding of the importance of following the processes and meeting deadlines. Students apply knowledge and skills to produce a live 30-minute television newscast. Students evaluate various broadcast careers. Students understand the business of news for multimedia formats, the meaning of accountability, time management and how to develop certain professional behaviors. Students learn to develop and aggregate news and information content.

The assignment measured in Advanced Television News (RTV3322C) is NewsBites. Students will be able to apply tools and technologies for the developing journalism world, including digital media. Students use current technical/electronic journalism tools to produce an isolated news

segment no longer than 5 minutes that showcases their ability to engage and inform an audience via multiple media platforms. The measurement provides feedback, through professor review. This review is similar to one that would be given by an industry professional. The review subjects the student producer to scrutiny and helps them to understand why an audience decides whether a work should be accepted and why or why not an employer may see you as a potential employee.

Reporting & Writing III (JOU4342) is an advanced reporting class that helps students build on the reporting and writing skills developed in Reporting I and II. Students in the class are expected to begin covering a beat and develop it throughout the semester. The class helps students develop skills such as news judgment, sourcing stories, research, following a paper trail and working with numbers and financial documents. They also further develop their ability to write across different genres, such as features, financial news, enterprise, investigative reporting and multimedia presentations. The course also focuses on developing digital technology skills so that students can complete a multimedia website project. Students learn to use video and audio editing programs, as well as apps that allow them to create timelines, maps and infographics. Principles of web design are taught so that each student can set up their own blog or website, which is used to post content created for the class such as the final multimedia project.

With assessment in mind the syllabus and classroom instruction has been modified to spend more time on in-class work. An example of this is having students research a topic and write a Freedom of Information Act (FOIA) letter requesting information. In addition to heavy emphasis on writing and revision, one of the learning outcomes is that students are also required to learn how to create a website using WordPress or Wix and use various multimedia techniques to create content. They are required to use various apps, photo and video editing software and/or other tools when creating multimedia presentations. The course has been adjusted to make sure students get time during class to work with some of these tools, as well as incorporating them into assignments. As part of the learning outcomes that include students understanding and practicing ethical journalism, all articles and projects submitted must be accompanied by a full source list for spot checks. This helps teach students to be responsible for their work and their sourcing of stories. Part of their assessment also includes getting articles published in media outlets.

Examples of the final multimedia project completed by students and published in student or local media outlets can be found at the following URLs:

- Kayla Parker -- <https://jmagonline.com/articles/lead-found-in-water-at-leon-elementary-schools/>
- Brittany Jarret -- <https://tallysouth.com/2019/05/17/local-college-campuses-promote-programs-to-encourage-recycling/>
- Chris Johnson -- <https://jmagonline.com/articles/hbcus-vs-pwis-why-division-i-historically-black-athletic-programs-struggle-against-predominantly-white-institutions/>

The multimedia project assignment and FOIA letter request assignment are in the PDF files.

Public Relations Student Learning Outcomes (SLOs)

Upon graduation students will be able to identify the principles and laws of the First Amendment, including freedom of speech and freedom of the press.

Communication Law (MMC4200) has always emphasized the importance of the First Amendment to society and, specifically to media professionals. After learning about the competency connected to the First Amendment, it was a matter of picking the tool to assess the student's learning.

In the course, students apply their knowledge of First Amendment principles by designing a creative project based on a number of current issues involving its tenets. Groups present on various topics related to the First Amendment. Starting in Fall 2019, one of the elements within the project is a Reflection Paper. This paper is an individual assignment within the group project. In the reflection paper, a student must reflect on their role in the group, what they were responsible for and what they learned specifically about the First Amendment in practice while completing this assignment. This individual reflection paper is graded on a 10-point rubric. Presentations of this project will occur the final week of classes.

Students will be able to distinguish the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power and to assemble and petition for redress of grievances.

While **Communication Law (MMC4200)** covers the First Amendment consistently, looking at freedoms around the world was not a specific component. When the school adapted the listed competencies, this one was a revelation. In Fall 2019, students completed a writing assignment that compares and contrasts the freedoms, or lack thereof, in different nations around the world to those given via the First Amendment in the United States. Students are graded on a 20-point rubric. Students said they learned a lot about the differences between the freedoms allotted in the United States and other nations and that they did not realize the limited freedoms in other parts of the world.

Students will be able to demonstrate a knowledge of history of public relations and the professionals who have shaped communications to this point.

The unit regularly assesses student learning and applies results to improve curriculum and instruction. **Introduction to Public Relations (PUR3000)** measures students' understanding of the history of public relations and the professionals who have shaped communications. Students take a pre-test and post-test exam covering the history of public relations. The exam also covers how PR has evolved into a program driven by data analytics. The goal is for students to show a 40-point increase in the pre- and post-test scores. The indirect measure shows that at least 80% of students will agree/strongly agree that the program enhances their knowledge of the professional principles and history of the public relations industry.

Students will be able to demonstrate the impact of diversity, including gender, race, ethnicity and sexual orientation, in a domestic and global society in relation to public relations and mass communication.

In **Critical Issues in Public Relations (PUR3401)**, students monitor and report on current news events to present a critical issue/challenge they find in the news that deals with diversity. The issues range from racial inequality and minority treatments, to cultural differences. Each student is expected to present facts and critical analysis of the selected issue to engage the class in discussion. Also, 80% of students will make a B (80%) on the analysis assignment.

This PR in the Diversity News assignment requires students to report on current news dealing with diversity issues relating to gender, race, sexual orientation and cultural differences; and discuss the issue, practice and impact on society, as well as the role of public relations.

For example, students discussed Colin Kaepernick's kneeling protest and the Nike ad featuring Kaepernick. Since much current news involves diversity, the professor expanded the PR in the news assignment to specifically include diversity, thus the PR in the Diversity News assignment.

To make sure that students understand the diversity angle, the assignment includes real examples in the syllabus and in class, and a past student's sample on Blackboard. In the Spring 2019 semester, 89% of students were able to pick a diversity issue and did a nice job discussing it and scoring a B (80%) or above on their presentation. It is not surprising that most of the diversity issues selected by our students are focused on the issue of race in the United States, including racial inequality, colorism and racial discrimination. Sexual orientation and gender equality including #me too movement related issues are other diversity topics that interests our students.

This semester includes lectures and more examples about what's happening in the global society that involve the United States. These examples have been included in an attempt to create more awareness on a global level and with the ultimate goal of having more students choose such issues for their presentations.

The overall goal of the unit is for diversity to be part of the discussion in some way in every core class. The measure will continue to be assessed in these courses while this is established.

Students will be able to effectively apply learned theories of public relations to presentations of images and information in the field.

In **Internship Practicum (MMC4945)**, students are evaluated by their internship supervisors on their ability to navigate through theories they have learned in class, think critically and apply their knowledge in the workforce. See appendices for Internship Practicum rubric.

We predicted that 85% of students would earn a score of 70% or higher in their supervisors' evaluations. The results revealed 95.7% of MMC 4945 students earned a score of 70% or better on their internship evaluations. This measurement is a great fit because it reveals how well our teaching methods are working.

Students will be able to analyze professional ethical principles and relate said principles to working ethically in pursuit of truth, accuracy, fairness and diversity.

MMC 4922 The Senior Capstone Colloquium class focuses on students preparing their professional portfolios and presenting them before a panel of faculty and industry professionals. The portfolio consists of professional documents that include a resume, cover letter, published articles and other work samples. Students must also complete a personal website that showcases their work and that can be used for job hunting. The rubric includes questions that measure students' ability to assess an ethical dilemma by applying the Society of Professional Journalists Code of Ethics. The goal is for 70% of the students to score a 3 or higher on a 5-point rubric. A copy of the rubric is provided in the appendices.

Media Ethics (MMC4203) employed extensive student-centered learning strategies to develop critical thinking skills. Students are assessed in this class through ethics case study presentations, online discussion boards of contemporary ethical issues and a written final examination comprised entirely of short and long answer essays.

Over the course of the semester, each student is required to present three case studies to the class based upon the textbook. This exercise helps them develop personal presentation skills as well as analyses as they explain how each of three primary ethical perspectives (deontological, teleological and virtue) may lead one to resolve a situation. The first presentation acclimates students to the format of publicly presenting an ethical issue using Situation-Analysis-Decision structured format. The second presentation allows the students to become more familiar with the format to begin applying appropriate ethical perspectives. By the third presentation, students are noticeably more comfortable and professional in the presentation, and therefore better able to address the ethical applications at a deeper, more sophisticated level.

To help students learn the materials on media ethics, in-class lecture material used a Socratic approach. This approach presents course materials in a way that engages students using a question-and-answer format. Calling upon students to apply an ethical perspective to a situation helps to generate discussion with the instructor as well as other students in the class. Textbook lectures were presented using PowerPoint to condense the readings and allow students to use "chunking" as a way to organize material to facilitate recall. Current events examples are regularly used and presented via hyperlinks to appropriate online sources. In this way theoretical perspectives could be given practical form and allow the class to connect theory with real-life practice. Anecdotal feedback suggested that the classroom environment was affirming and encouraging for them to succeed.

An extensive online component was created via Blackboard and students are required every two weeks to analyze and comment on current events cases that also relate to the course textbook material. Students are given credit to provide an original response to the discussion board posted and are also required to comment or respond to at least two of their classmates' postings.

At the end of the semester students are given an exam that covers the entire textbook. The format of the questions is a combination of short answer and long answer. This comprehensive written examination format forces them to prepare and exercise critical thinking analyses to provide an

appropriate outcome assessment measure of learning. The results are aimed at providing evidence that the students have developed skills and critical thinking regarding media ethics.

Students will be able to think critically, creatively and independently.

In **PR Campaigns (PUR4800)**, we measure our students with two standards. The first standard measures their ability to think critically through the development of a PR campaign plan, which includes writing, stakeholder mapping, qualitative and quantitative research, data gathering and analytics, creative strategies, social media and client interaction. We predicted 75% of students would earn a score of 80% or higher on the data gathering and analytics of the PR campaign plan. The results revealed that 50% of PUR4800 students earned a score of 80% or higher on the data gathering and analytics of the PR campaign plan. While this measurement is a good fit, the results revealed the need for additional hours of working with the students to be sure they clearly understand the process of critically thinking through campaign research.

Students will demonstrate ability to utilize research skills, methods, and concepts appropriate to the public relations profession

Public Relations & Strategies (PUR4500) is one of the more rigorous upper division courses offered in the Division of Journalism /Public Relations curriculum. Data suggested that 54% of students passed the class at the 80th percentile when the course was offered during the Spring 2019 semester. The assessment goal was the 70% of students enrolled would pass the class at the eightieth (80th) percentile or earn an overall grade of 'B.'

The course assessment goal was not met during the Spring 2019 semester. However, after reviewing the data and discussing the class with the Division of Journalism Assessment Coordinator, the professor(s) incorporated the following changes to the class for the Fall 2019 semester to increase the likelihood that the overall student performance would meet the Assessment Goal described above.

The two changes recommended for the Fall 2019 course included:

1) Incorporation of an online 24/7 site that offers detailed explanations about how to write each chapter of a Social Sciences' scholarly paper. Students seemed to understand instructions during class time but seemed confused when writing each chapter outside of class.

This University of Southern California Social Science research guide site is useful to students by providing online written guidance that is available online on a 24/7 basis outside of class. As the class is being taught this semester, Fall 2019, there is a notable decline in questions related to the purpose of each chapter and how to organize each chapter to meet the purpose of the chapters. Most students, over half of the class, have submitted paper chapters by the due date. See chapter assignment due dates depicted below:

Seven (7) Graded Assignment Categories

TWO WEEKS are ALLOWED FOR STUDENTS TO GATHER 25 SCHOLARLY JOURNAL ARTICLES TO USE IN WRITING YOUR RESEARCH PAPER. ARTICLES MUST BE SECURED AND APPROVED FOR USE BY DR. GRABLE NO LATER THAN **Thursday, SEPT. 5, 2019.**

-
- | | |
|---|---------|
| 1) First Written Draft of Introduction Chapter Due
Due date is Thursday, Sept. 19 (4 pages maximum) | 20pts. |
| 2) First Written Draft of Literature Chapter Due
Due date is Thursday, Oct. 17 (6 pages maximum) | 20pts. |
| 3) First Written Draft of Methodology Chapter Due
Due date is Thursday, Oct. 24 (2 pages maximum) | 20pts. |
| 4) First Written Draft of Results Chapter Due
Due date is Tuesday, Nov. 12 (4 pages maximum) | 20pts. |
| 5) First Written Draft of Discussion/Conclusion Chapter Due
Due date is Tuesday, Nov. 19 (4 maximum pages) | 20pts. |
| 6) First Written Draft of the Abstract (one-half page)
Due date is Tuesday, Nov. 26 | 20 pts. |
| 7) Completed spiral bound research paper MUST BE SUBMITTED TO DR. GRABLE IN HER OFFICE (ROOM 3034) AT 12:30 p.m. ON THURSDAY, DEC. 5. NO late papers will be accepted. | 80pts. |

Total Possible points	200pts.
------------------------------	----------------

2) Several class meetings will be devoted writing sessions. This change will allow students to write while in class with the professor's assistance in an effort to improve student writing and understanding of each chapter of the scholarly paper. Such a change will allow more one-on-one contact with students who may be experiencing writing anxiety or confusion while writing a formal research paper.

Please Note:

The Spring 2020 PUR 4500 Public Relations & Strategies course will incorporate the use of the Statistical Package for Social Sciences (SPSS) to assist students in the numerical analysis and reporting of the collected survey data.

Students will be able to write correctly and clearly in Associated Press style.

Public Relations Communications (PUR3105) is measured to ensure that students have received learning gains in writing in Associated Press Style. Public Relations Communications students create media kits using Associated Press Style. The kits include a news release, media alert, fact

sheet, a backgrounder, op-ed/feature story and product profile. Eighty percent of the students in each class will earn an 80% or higher on the media kit. In Fall 2019, 90% of PUR 3105 students earned a score of 70% or higher on their media kit project for the semester. In Spring 2019, 62.5% of PUR 3105 students earned a score of 80% or higher on their media kit project for the semester.

Student learning outcomes include students being able to write clearly and correctly in Associated Press Style. Students will apply editing skills to their writing and that of their peers. Students also will be able to compare the difference between a fact and an opinion, as well as sharpen their skills objectivity and apply that skill to their writing assignments. Finally, students create story ideas that demonstrate an understanding of newsworthiness.

This class is measured to ensure that students have received learning gains in writing in Associated Press Style. Students will achieve a 20% increase in score from pre-test to post-test given in JOU1040. Students will take a comprehensive pre-test and post-test at the beginning and conclusion of the semester that determines students' comprehension of AP Style, mastery of grammar, word choice and spelling. In addition, a writing component will be added that will assess students' ability to write using correct grammar, spelling and punctuation based on a rubric.

The pre-test average score from Fall 2018 and Spring 2019 data is 47.8% and the post-test average is 60.8%. This is an increase of 13 percentage points. The writing component has not been added to the exam. As a faculty unit, we need to discuss the best way to monitor, correct and improve writing skills.

Students will be able to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

In **PR Campaigns (PUR4800)**, the measurement is executed by organizing students into groups to evaluate each other's strategic plan at the end of the semester. The strategic plan includes a problem statement, survey, focus group, interviews, position statements and key findings of all of the methods of research, etc. Students evaluate themselves and their fellow teammates. Each student gives a letter grade ranging from A-F, and 100% of PUR4800 students gave a score of 70% or higher to their peers on the development of a PR campaign. Indirectly: 98.49% of students agree/strongly agree that they are able to think critically about and analyze issues, and to creatively engage in problem solving. After trialing this measurement method, we feel it may not be the best fit because of student bias. Therefore, we may go back to the drawing board soon regarding this measurement.

Students will be able to apply basic numerical and statistical data reporting concepts for a public relations and mass communication designed to address a real-world public relations task.

Public Relations & Strategies (PUR4500) is one of the more rigorous upper division courses offered in the Division of Journalism Public Relations curriculum. Data suggested that 54% of students passed the class at the 80th percentile when the course was offered during the Spring 2019 semester. The assessment goal was the 70% of students enrolled would pass the class at the eightieth (80th) percentile or earn an overall grade of 'B.'

The course assessment goal was not met during the Spring 2019 semester. However, after reviewing the data and discussing the class with the Division of Journalism Assessment Coordinator, the professor(s) incorporated the following changes to the class for the Fall 2019 semester to increase the likelihood that the overall student performance would meet the Assessment Goal described above.

The two changes recommended for the Fall 2019 course included:

1) Incorporation of an online 24/7 site that offers detailed explanations about how to write each chapter of a Social Sciences' scholarly paper. Students seemed to understand instructions during class time but seemed confused when writing each chapter outside of class.

This University of Southern California Social Science research guide site is useful to students by providing online written guidance that is available online on a 24/7 basis outside of class. As the class is being taught this semester, Fall 2019, there is a notable decline in questions related to the purpose of each chapter and how to organize each chapter to meet the purpose of the chapters. Most students, over half of the class, have submitted paper chapters by the due date. See chapter assignment due dates depicted below:

<u>Seven (7) Graded Assignment Categories</u>	
TWO WEEKS are ALLOWED FOR STUDENTS TO GATHER <u>25 SCHOLARLY JOURNAL ARTICLES</u> TO USE IN WRITING YOUR RESEARCH PAPER. ARTICLES MUST BE SECURED AND APPROVED FOR USE BY DR. GRABLE NO LATER THAN Thursday, SEPT. 5, 2019.	

1) First Written Draft of Introduction Chapter Due Due date is Thursday, Sept. 19 (4 pages maximum)	20pts.
2) First Written Draft of Literature Chapter Due Due date is Thursday, Oct. 17 (6 pages maximum)	20pts.
3) First Written Draft of Methodology Chapter Due Due date is Thursday, Oct. 24 (2 pages maximum)	20pts.
4) First Written Draft of Results Chapter Due Due date is Tuesday, Nov. 12 (4 pages maximum)	20pts.
5) First Written Draft of Discussion/Conclusion Chapter Due Due date is Tuesday, Nov. 19 (4 maximum pages)	20pts.
6) First Written Draft of the Abstract (one-half page) Due date is Tuesday, Nov. 26	20 pts.
7) Completed spiral bound research paper MUST BE SUBMITTED TO DR. GRABLE IN HER OFFICE (ROOM 3034) AT 12:30 p.m. ON THURSDAY, DEC. 5. NO late papers will be accepted.	80pts.
Total Possible points	200pts.

2) Several class meetings will be devoted writing sessions. This change will allow students to write while in class with the professor's assistance in an effort to improve student writing and

understanding of each chapter of the scholarly paper. Such a change will allow more one-on-one contact with students who may be experiencing writing anxiety or confusion while writing a formal research paper.

Please Note:

The Spring 2020 PUR 4500 Public Relations & Strategies course will incorporate the use of the Statistical Package for Social Sciences (SPSS) to assist students in the numerical analysis and reporting of the collected survey data.

Students will be able to apply tools and technologies for the developing world of public relations, including digital media.

In **Public Communications (PUR 3105)** the measurement determined the students’ ability to demonstrate knowledge of technology by creating and producing a PSA, which includes the use of a video camera, Final Cut Pro, Premiere or iMovie and graphics tools. We stated 75% of students would earn a score of 80% or higher on the PSA project, and indirectly 80% of students would agree that they are prepared technology wise. The measurement results revealed that 62.5% of PUR3105 students earned a score of 80% or higher on their PSAs. Indirectly, 95.48% of students agree/strongly agree that their ability to use technology has been enhanced. This measurement is a great fit for the PUR3105 course because the use of technology is mandatory in today’s PR industry.

As further evidence to demonstrate effective and quality assessment of the academic programs in Journalism and Public Relations, assessment plans for AY2019-20 are shown below.

Table 4 - AY2019-20 Assessment Plan (Public Relations)

Student Learning Outcome	Direct Measure	Indirect Measure
Students will be able to demonstrate a knowledge of history of public relations and the professionals who have shaped communications to this point.	Pre and Post Tests In PUR 3000, Introduction to public relations, students will take a pre-test and post-test exam covering the history of public relations. The exam also covers how PR has evolved into a program driven by data analytics. There will be a 40-point increase between students’ pre-test scores and students’ post-test scores.	University Exit Survey At least 80% of students will agree/strongly agree that the program enhances their knowledge of the professional principles and history of the public relations industry.

<p>Students will be able to demonstrate the impact of diversity, including gender, race, ethnicity and sexual orientation, in a domestic and global society in relation to public relations and mass communication.</p>	<p>Course Embedded Assessment</p> <p>In PUR 3401 (Critical Issues in Public Relations), students will monitor and report on current news events to present a recent critical PR issue/challenge they find “in the news” dealing with cultural diversity. The issues will range from racial inequality and minority treatments, to cultural differences. Each student will be expected to present facts and critical analysis of selected issues to engage in discussion. 80% of students will make an 80% or higher on the analysis assignment.</p>	<p>University Exit Survey</p> <p>At least 75% of students will agree/strongly agree that the program has enhanced their knowledge of issues cultural diversity.</p>
<p>Students will be able to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</p>	<p>Grading with Criteria or a Rubric</p> <p>In PUR 4800 (Public Relations Campaigns), students will be organized in groups to evaluate each other’s Strategic Plan at the end of the semester. The Strategic Plan includes: a mission statement, surveys, focus groups, interviews, position statements and key findings of all of the methods of research. Students evaluate themselves and their fellow teammates. Each student gives a letter grade ranging from A-F. 80% of students will grade their peers at a 70% or higher.</p>	<p>University Exit Survey</p> <p>At least 80% of students will strongly agree they are able to think critically about and analyze issues and current events, and to creatively engage in problem solving.</p>
<p>Students will demonstrate ability to utilize research skills, methods, and concepts appropriate to the public relations profession.</p>	<p>Pre and Post Tests</p> <p>In PUR 4500 (Public Relations Research & Strategies), students will take a pre/posttest that will determine the students’ familiarity with the elements required in order to create research and the importance of research in the public relations field. 80% of students will earn a 75% or higher on the posttest.</p>	<p>University Exit Survey</p> <p>85% of students will agree/strongly agree that the program has enhanced their research skills.</p>
<p>Students will be able to apply tools and technologies for the developing world of public relations, including digital media.</p>	<p>Course Embedded Assessment</p> <p>In PUR 3105 (Public Relations Communications), students will demonstrate knowledge of technology by creating and producing a PSA, which includes the use of a video camera, Final Cut Pro, Premiere or iMovie and graphics tools. 75% of students will earn a score of 80% or higher on the PSA project.</p>	<p>University Exit Survey</p> <p>80% of students will agree that they are prepared for the technology requirements needed post-graduation.</p>

<p>Students will be able to analyze professional ethical principles and relate said principles to working ethically in pursuit of truth, accuracy, fairness and diversity.</p>	<p>Students will be given a comprehensive exam that will assess their knowledge of ethics and the proper way to handle ethical dilemmas in journalism. 70% of students will score a 75% or better of the exam.</p>	<p>University Exit Survey</p> <p>At least 80% of students will strongly agree that they are satisfied with their ability to adhere to high standard of academic integrity and personal conduct, based on senior exit survey.</p>
<p>Upon graduation students will be able to identify the principles and laws of the First Amendment, including freedom of speech and freedom of the press.</p>	<p>MMC4200 Students will apply their knowledge of First Amendment principles by designing creative projects that feature current issues involving freedom of speech and the freedom of the press. 75% of the students will earn an 8 out of a 10-point rubric assessing the quality of the creative artifact that shows their ability to apply the First Amendment to real life issues.</p>	<p>None</p>
<p>(SLO) Students will be able to distinguish the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power and to assemble and petition for redress of grievances.</p>	<p>Grading with Criteria or Rubric</p> <p>MMC4200 Students will compare and contrast issues surrounding freedom of expression in the United States with similar issues on a global scale via a lecture/ writing assignment. 80% of the students will earn an 8 out of a 10-point rubric showing that they can distinguish and understand freedom of expression in the United States from policies in other nations.</p>	<p>None</p>
<p>Students will be able to effectively apply learned theories of public relations to presentations of images and information in the field.</p>	<p>Direct - Internships and Clinical Evaluation</p> <p>In MMC 4945 (Internship), students will be evaluated by their internship supervisors on their ability to apply theories they have learned in class to the workforce. Student will complete an internship and receive a C or better and report on their internship supervisor as it applies to their critical thinking skills. 85% of students will achieve this grade.</p>	<p>None</p>
<p>Students will be able to think critically, creatively, and independently.</p>	<p>In PUR 4800 (Public Relations Campaigns), students will demonstrate the ability to think critically through the development of a PR campaign plan, which includes writing, stakeholder mapping, qualitative and quantitative research, data gathering and analytics, creative strategies, social media and client interaction.</p>	<p>None</p>

	75% of students will earn a score of 80% or higher on the data gathering and analytics of the PR campaign plan.	
Students will be able to write correctly and clearly in Associated Press style.	<p>Direct course-embedded assessment</p> <p>In PUR 3105, PR Communications, students will create media kits using AP Style to create a news release, media alert, a fact sheet, a backgrounder, an op-ed/feature story and product profile. 80% will earn an 80% or higher on the media kit.</p>	None
Students will be able to apply basic numerical and statistical data reporting concepts for a public relations and mass communication scholarly research paper designed to address a real-world public relations task.	<p>Direct - Research Paper/Proposal</p> <p>In PUR 4500 (Public Relations Research & Strategies), students will produce a 20-page scholarly research paper that requires them to: 1) gather original research data using a survey methodology; 2) analyze and report basic mathematical/statistical calculations based on survey data findings.; (3) write an abstract and five chapters of a scholarly research paper.</p>	

Table 5 - 2019-20 Assessment Plan (Journalism)

Student Learning Outcome	Direct Measure	Indirect Measure
<p>Students will be able to write correctly and clearly in Associated Press style.</p>	<p>Pre and Post Tests</p> <p>Students will achieve a 20% increase in score from pretest to post-test given in JOU 1040 (Language Skills for Media Professionals). Students will take a comprehensive pretest and post-test at the beginning and conclusion of the semester. In addition, a writing component has been added that will assess student's ability to write using correct grammar, spelling and punctuation based on a rubric.</p> <p>Criterion: Students will achieve a 20% increase in score from pretest to post-test given in JOU 1040 (Language Skills for Media Professionals). Students will take a comprehensive pretest and post-test at the beginning and conclusion of the semester. In addition, a writing component has been added that will assess student's ability to write using correct grammar, spelling and punctuation based on a rubric.</p> <p>Students will achieve a 20% increase in score from pretest to post-test given in JOU 2100 (Newsriting and Reporting I). Students will take a comprehensive pretest and post-test at the beginning and conclusion of the semester. In addition, a writing component has been added that will assess student's ability to write using correct grammar, spelling and punctuation.</p>	<p>At least 75% of students will agree/strongly agree that the program enhances their communication skills.</p>
<p>Students will be able to demonstrate the impact of diversity, including gender, race, ethnicity and sexual orientation, in a domestic and global society in relation to journalism and mass communication.</p>	<p>Exam (Item Analysis)</p> <p>Faculty teaching MMC2000 give a pre-test/post-test covering general Mass Media knowledge. Within this exam, there are questions specifically regarding issues of cultural diversity within Mass Media.</p>	<p>University Exit Survey</p> <p>At least 75% of students will agree/strongly agree that the program has enhanced their knowledge of cultural diversity.</p>
<p>(SLO) Students will be able to think critically, creatively and independently.</p>	<p>Internships and Clinical Evaluation</p> <p>Within the evaluation given by the internship supervisors, students are scored (on a 5-point rubric) their ability to use critical skills effectively while at their internship. The average for students will be a 3 or higher in critical thinking skills.</p>	<p>University Exit Survey</p> <p>Results will show that at least 80% of students will strongly agree they are able to think critically about and analyze issues and current events, and to creatively engage in problem solving.</p>

	<p>Course Embedded Assessments</p> <p>In RTV 3332 (Specialized Reporting) students will pitch treatments, participate in: pre-production including outlining the layers of the story, style, pace; production where students interviews, shoot b-roll, select music and audio for the score; and post-production and editing of story, voice over, special effects and graphics. In the end, the students will create documentaries that can potentially be screened at J-School Journals, the student premiere screening.</p> <p>In RTV 3601 (Broadcast Announcing), students learn podcast production and create original work in which they tell a personal story. Within the assignment, students write a script, edit the story together and incorporate sound effects that move the story forward. Students evaluate and analyze each other's work via peer feedback.</p>	
Students will be able to conduct research and evaluate information using journalistic methods	<p>Pre and Post Tests</p> <p>In PUR 4500 (PR Research & Strategies), students will take a pretest/posttest on elements of the research process and the importance of data/research in communications. 80% of students will earn a 75% or higher on the posttest</p>	<p>University Exit Survey</p> <p>At least 85% of students will agree/strongly agree that the program has enhanced their research skills.</p>
Students will be able to apply tools and technologies for the developing journalism world, including digital media.	<p>Grading with Criteria or a Rubric</p> <p>At least 70% of students in RTV 3322 (Advanced TV News) will score a 3 or better on a rubric assessing their ability to use current technical/electronic journalism tools. Students will produce an isolated news segment no longer than 5 minutes which showcases their ability to draw connections to engage and inform an audience multiple medium platforms. (Active)</p>	<p>University Exit Survey</p> <p>At least 80% of students will be satisfied with their ability to use technology to support classroom learning.</p>
Students will be able to analyze professional ethical principles and relate said principles to working ethically in pursuit of truth, accuracy, fairness and diversity.	<p>Comprehensive Exam</p> <p>Students will be given a comprehensive exam that will assess their knowledge of ethics and the proper way to handle ethical dilemmas in journalism. 70% of students will score a 75% or better of the exam.</p>	<p>University Exit Survey</p> <p>At least 80% of students will strongly agree that they are satisfied with their ability to adhere to high standard of academic integrity and personal conduct, based on their senior exit survey.</p>
Upon graduation students will be able to identify the principles and laws of the	Grading with Criteria or a Rubric	None

First Amendment, including freedom of speech and freedom of the press.	MMC4200 Students will apply their knowledge of First Amendment principles by designing creative projects that explore current issues involving freedom of speech and the freedom of the press. 75% of the students will earn an 8 out of a 10-point rubric assessing the quality of the students' creative artifacts in its explanation and application of the First Amendment to real life issues.	
(SLO) Students will be able to distinguish the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power and to assemble and petition for redress of grievances.	Grading with Criteria or a Rubric MMC4200 Students will find articles about what freedom of speech, press and expression means on a global scale and write an essay that compares and contrasts that with their meaning in the United States. 75% of students will score an 8 out of 10 on the rubric. (Active)	None
Students will be able to demonstrate a knowledge of history of mass media and the professionals who have shaped communications to this point.	Pre and Post Tests Students take a pre-test/post-test in MMC2000 (Intro to Mass Media) covering general Mass Media knowledge. Students will achieve a 20% increase in score from pretest to post-test.	University Exit Survey At least 80% of students will agree/strongly agree that the program enhances their knowledge of the professional principles and history of journalism.
Students will be able to effectively apply learned theories of journalism to presentations of images and information in the field.	Internships and Clinical Evaluation In MMC 4945 (Internship), students will be evaluated by their internship supervisors on their ability to apply theories they have learned in class to the workforce. Starting in Spring 2020, students will be required to present their skills learned during the internship to a faculty and students' panel, as well as provide a written summary of their internship activity that describes how they've applied their communication theories. Student will complete an internship and receive a C or better and report on their internship supervisor as it applies to their critical thinking skills. 85% of students will achieve this grade.	None
Students will be able to apply basic numerical and statistical concepts.	Course Embedded Assessment Course Assignment in Reporting and Writing II	None

Use of external stakeholders' feedback for continuous improvement

Journalism and Public Relations professionals and alumni actively participate in assessment through the internship evaluations in **MMC 4945 (Internship Practicum)**. Alumni and

professionals evaluate students' performance in the workplace in areas such as: professional competence production skills, professional attitude and interpersonal skills. Students are also evaluated in the **MMC 4922 Senior Capstone Colloquium**. Each student is evaluated by faculty, professionals and alumni in areas such as: portfolio, published articles, work samples, website/video, resume & cover letter, law & ethics, professional attire and overall presentation.

3. Describe any other weaknesses cited by the site team in its report and any additional concerns cited by the Council in its letter to the unit regarding provisional status.

The site team also pointed to weaknesses in two additional areas: Skills classes exceeding the 20:1 guideline for students-to-teacher ratio and instability of leadership positions in unit, as well as across the University.

4. For EACH of the other weaknesses cited by the site team or concerns cited by the Council, describe actions taken by the unit to correct the problem and a summary of the results.

Student-Teacher Ratio

The School has added additional sections of courses each semester, to preserve the 20:1 guideline for the student-teacher ratio. We also added sections or additional summer courses to ensure students were able to maintain academic progression and meet University and statewide performance metrics. The School has grappled with both providing more research capacity to faculty members, as illustrated under our Standard 5 activities. Our desire to build and advance our research capacity is directly tied to our ability to recruit and retain new faculty members and build our instructional capacity.

Changes in Institutional and School-level Leadership

Florida A&M University President Dr. Larry Robinson was named to his post in November 2017. He served as interim president from September 2016 – November 2017. Under his leadership, Robinson has stressed the 2017-2022 Strategic Plan of FAMU Rising, which includes six (6) strategic principles including: Exceptional student experiences, excellent and renowned faculty, high impact research and outstanding customer service. A concerted is made by program faculty to ensure that the learning outcomes defined for each program is aligned with the mission of FAMU and its strategic plan, FAMU Rising. One of Robinson's latest administrative hires was Provost Dr. Maurice Edington. Edington stresses academic achievement and enhancing student success.

Robinson hired FAMU's Dean of the School of Journalism and Graphic Communication in October 2018. Dean Michelle Ferrier, in that time, has named a new Journalism Director William Jiles. The two have overseen this current accreditation process. Ferrier, a digital content architect, came to FAMU with more than 30 years of journalism and new media experience. She has built new curricula in digital media and media innovation and entrepreneurship that has been adopted at Florida State University Schools and in communication programs around the world. She recently won the AEJMC's Media Management, Economics and Entrepreneur Professional

Freedom and Responsibility Award for the website she founded TrollBusters.com. TrollBusters provides support for targets of online harassment while identifying and combating trolling.

In the past year, Dean Ferrier has coordinated with the Office of Assessment, Office of Research and other academic units to provide faculty professional development opportunities, research collaborations and other workshops to enhance course and program evaluation. She has worked with faculty to revisit the curriculum and our course structures and programs to ensure the School can meet University and state performance metrics. The Student Success Framework and the STARS Assessment Plan document the strategies the School is implementing to measure student learning and develop a world-class program of communicators and storytellers.

Notable continuous improvements since 2017

- Faculty were more engaged in the assessment process across the curriculum and in the process for redefining student-learning outcomes to align them with current ACEJMC core values and principles.
- Student learning outcomes are more closely aligned to the Division's goals for student learning and to the core values and principles of ACEJMC.
- Faculty funding has increased for faculty professional development, research collaborations, travel and organizational memberships.
- Faculty are engaged in developing individual research and creative scholarly outputs towards the goal of increased scholarly productivity across the Division.
- Students are made aware of the importance of assessment via course syllabi and course instruction.
- Students received more professional development opportunities via continuous improvement events outside of the classroom from The Knight Foundation, Society of Professional Journalists, Association of Black Journalists and Public Relations Society of America.

Teaching will always remain at the core of what we do at SJGC. Our faculty members and staff are dedicated to the success of our students and the school. We have learned that in order to deliver the best instruction and education, we must continue to learn about our evolving industry, contribute to our professional knowledge and deliver instruction with excellence for our students.