Central Michigan University

Detailed Assessment Report
As of: 10/01/2014 10:40 AM EST
2013-2014 Journalism: Advertising Major, BA, BS
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the Department of Journalism at Central Michigan University is to provide students with a body of knowledge and a system of inquiry that inform and enrich their professional preparation; to prepare students for jobs in which they are accountable to their employers; and to prepare students for a profession in which they are accountable for their knowledge, ethics, service and competence to the public, their clients, and consumers. The advertising concentration prepares students to work in advertising and related integrated marketing communications in both account and creative capacities. The department is one of 113 programs in journalism and mass communications accredited by the Accrediting Council on Education in Journalism and Mass Communications. The department attempts to make all its students/prospective graduates, regardless of their specialization, aware of the core values and competencies prescribed by ACEJMC. The mission of the Department of Journalism embraces and advances the missions (See Below) of Central Michigan University and the College of Communication and Fine Arts. [Central Michigan University, Mission Statement: At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.] [College of Communication and Fine Arts, Mission Statement: The College of Communication and Fine Arts believes that arts and communication are fundamental to the health, well-being and advancement of society and embraces the power of communication in all its forms. Through scholarship and creativity, the college provides opportunities for students and faculty to pursue their passions, enhance their abilities and realize their potential. The college prepares students to be successful professionals in a variety of careers through its commitment to a high-quality, comprehensive education.]

As of 1-30-12, the Journalism Advertising Concentration was changed to the Journalism Advertising Major.

Connected Documents
• 5-Future Academic Years Assessment Plans
• External Assessment Consultation: Trevor Brown

Goals

G 1: Job Skills
Prepare students with job skills necessary to establish accountability to employers.

G 2: Knowledge
Provide students with a body of knowledge and a system of inquiry and scholarship that inform and enrich their professional preparation.

G 3: Professionalism
Prepare students for a profession in which they are accountable to clients and the public for their ethics, service and professional competence.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Legal Understanding**

Students will understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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.

**Relevant Associations:**

**Standard Associations:**

ACEJMC-Professional Values & Competencies

1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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;

**Related Measures:**

**M 1: Advertising Exit Exam**

All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**

- 2012-13 Advertising Exit Exam

**Target:**

Graduating advertising students will score on average at least 50% on specified exit exam items (N = 16).

**Findings (2013-2014) - Target: Met**

Graduating advertising students (N=10) scored on average 67% on specified exit exam items (N = 16).

**SLO 2: Historical Understanding**

Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

**Relevant Associations:**
Standard Associations:
ACEJMC-Professional Values & Competencies
2 Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Related Measures:

**M 1: Advertising Exit Exam**
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Advertising Exit Exam

**Target:**
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 13).

**Findings (2013-2014) - Target: Met**
Graduating advertising students (N = 10) scored on average 59% on specified exit exam items (N = 13).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Curricular Attention**
*Established in Cycle: 2012-2013*

Instructors in advertising will focus attention on "historical understanding" in JRN 360: Advertising Principles.

**SLO 3: Domestic Diversity Understanding**
Students will demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
3 Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
Related Measures:

**M 1: Advertising Exit Exam**
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Advertising Exit Exam

**Target:**
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 8).

**Findings (2013-2014) - Target: Met**
Graduating advertising students (N = 10) scored on average 68% on specified exit exam items (N = 8).

**SLO 4: Global Diversity Understanding**
Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
4 Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society.

**Related Measures:**

**M 1: Advertising Exit Exam**
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Advertising Exit Exam
Target:
Graduating advertising students will score on average at least 60% on specified exit exam items (N = 7).

Findings (2013-2014) - Target: Met
Graduating advertising students (N = 10) scored on average 75% on specified exit exam items (N = 7).

SLO 5: Conceptual Understanding and Application
Students will understand concepts and apply theories in the use and presentation of images and information.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
5 Understand concepts and apply theories in the use and presentation of images and information.

Related Measures:

M 1: Advertising Exit Exam
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N =10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Advertising Exit Exam

Target:
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 24).

Findings (2013-2014) - Target: Met
Graduating advertising students (N = 10) scored on average 65% on specified exit exam items (N = 24).

M 3: Advertising Capstone Project
All graduating journalism department students with an advertising major or concentration completed JRN 466-a capstone course. An external professional reviewer or representatives of an actual client, evaluated student portfolios and presentations. See attached biographical information. A rubric with 4 categories and 10 items measured students’ performance on a 5-point (1) "not adequate" to (5) "excellent" scale in direct relation to the Department of Journalism's learning outcomes (O5, O7, O8, and O12) based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.
Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**
- 2012-13 Advertising Capstone Rubric

**Target:**
Graduating advertising students will score on average at least 4 (Very Good) on specified capstone rubric items' 5-point scale.

**Findings (2013-2014) - Target: Not Met**
An external professional reviewer rated six student groups of 5 students. On average, advertising capstone projects and presentations were rated average (M = 3.67) on 2 items related to Conceptual Understanding and Application.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Curricular Attention**
*Established in Cycle:* 2013-2014
Instructors in advertising will focus attention on "conceptual understanding" across the curriculum.

**SLO 6: Ethical Understanding**
Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
6 Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

**Related Measures:**

**M 1: Advertising Exit Exam**
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N =10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Advertising Exit Exam
Target:
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 13).

Findings (2013-2014) - Target: Met
Graduating advertising students (N = 10) scored on average 72% on specified exit exam items (N = 13).

SLO 7: Thoughtfulness
Students will think critically, creatively and independently.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
7 Think critically, creatively and independently.

Related Measures:

M 1: Advertising Exit Exam
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Advertising Exit Exam

Target:
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 27).

Findings (2013-2014) - Target: Met
Graduating advertising students (N = 10) scored on average 67% on specified exit exam items (N = 27).

Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Curricular Attention
Established in Cycle: 2012-2013

Instructors in advertising will focus attention on "thoughtfulness" across the curriculum.

M 3: Advertising Capstone Project
All graduating journalism department students with an advertising major or concentration completed JRN 466—a capstone course. An external professional reviewer or representatives of an actual client, evaluated student portfolios and presentations. See attached biographical information. A rubric with 4 categories and 10 items measured students' performance on a 5-point (1) "not adequate" to (5) "excellent" scale in direct relation to the Department of Journalism's learning outcomes (O5, O7, O8, and O12) based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**

- 2012-13 Advertising Capstone Rubric

**Target:**
Graduating advertising students will score on average at least 4 (Very Good) on specified capstone rubric items' 5-point scale.

**Findings (2013-2014) - Target: Not Met**
An external professional reviewer rated six student groups of 5 students. On average, advertising capstone projects and presentations were rated average (M = 3.67) on 3 items related to thoughtfulness.

**Related Action Plans (by Established cycle, then alpha):**

For full information, see the Details of Action Plans section of this report.

**Curricular Attention**

*Established in Cycle: 2013-2014*
Instructors in advertising will focus attention on "thoughtfulness" across the curriculum.

**M 4: Supervisor Evaluation of Student Interns**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Four advertising students completed internships and were rated in 2012-13. Twenty-one advertising students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- Field Supervisor Evaluation of Student Intern Form

**Target:**
On average, advertising students will score above average (greater than 3.0) on the item related to thoughtfulness on the "Field Supervisor Evaluation of Student Intern" Form.
Findings (2013-2014) - Target: Met
On average, advertising students scored above average (4.67-Good to Excellent) on the item related to thoughtfulness on the "Field Supervisor Evaluation of Student Intern" Form.

SLO 8: Research Competency
Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
8 Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Related Measures:

M 1: Advertising Exit Exam
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Advertising Exit Exam

Target:
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 9).

Findings (2013-2014) - Target: Met
Graduating advertising students (N = 10) scored on average 68% on specified exit exam items (N = 9).

M 3: Advertising Capstone Project
All graduating journalism department students with an advertising major or concentration completed JRN 466-a capstone course. An external professional reviewer or representatives of an actual client, evaluated student portfolios and presentations. See attached biographical information. A rubric with 4 categories and 10 items measured students' performance on a 5-point (1) "not adequate" to (5) "excellent" scale in direct relation to the Department of Journalism's learning outcomes (O5, O7, O8, and O12) based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.
Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**
- 2012-13 Advertising Capstone Rubric

**Target:**
Graduating advertising students will score on average at least 4 (Very Good) on specified capstone rubric items' 5-point scale.

**Findings (2013-2014) - Target: Met**
An external professional reviewer rated six student groups of 5 students. On average, advertising capstone projects and presentations were rated above average (M = 4.53) on 6 items related to research competency.

**M 4: Supervisor Evaluation of Student Interns**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation” within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Four advertising students completed internships and were rated in 2012-13. Twenty-one advertising students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Target:**
On average, advertising students will score above average (greater than 3.0) on the item related to research competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Findings (2013-2014) - Target: Met**
On average, advertising students scored above average (4.61-Good to Excellent) on the item related to research competency on the "Field Supervisor Evaluation of Student Intern" Form.

**SLO 9: Writing Competency**
Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Related Measures:

**M 1: Advertising Exit Exam**
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
• 2012-13 Advertising Exit Exam

**Target:**
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 6).

**Findings (2013-2014) - Target: Met**
Graduating advertising students (N = 10) scored on average 68% on specified exit exam items (N = 6).

**M 2: PUGS Exam**
All graduating journalism department students were recruited to voluntarily complete a 60-item, online exit examination. The items measured punctuation, usage, grammar, and spelling knowledge in direct relation to the Department of Journalism’s student learning outcomes 9 and 10 based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies Nos. 9 and 10.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
• 2012-13 PUGS Exit Exam

**Target:**
Graduating journalism students will score on average at least 60% on specified PUGS exit exam items (N = 60).

**Findings (2013-2014) - Target: Met**
Graduating advertising students (N = 8) scored on average 72% on specified PUGS exit exam items (N = 60).

**M 4: Supervisor Evaluation of Student Interns**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to
Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Four advertising students completed internships and were rated in 2012-13. Twenty-one advertising students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
- *Field Supervisor Evaluation of Student Intern Form*

**Target:**
On average, advertising students will score above average (greater than 3.0) on the item related to writing competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
- *Field Supervisor Evaluation of Student Intern Form*

**Findings (2013-2014) - Target: Met**
On average, advertising students scored above average (4.67-Good to Excellent) on the item related to writing competency on the "Field Supervisor Evaluation of Student Intern" Form.

**SLO 10: Evaluative Competency**
Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**Relevant Associations:**

**Standard Associations:**
- ACEJMC-Professional Values & Competencies
  10 Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**Related Measures:**

**M 1: Advertising Exit Exam**
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N =10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- *2012-13 Advertising Exit Exam*
Target:
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 8).

Findings (2013-2014) - Target: Met
Graduating advertising students (N = 10) scored on average 75% on specified exit exam items (N = 8).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Curricular Attention
Established in Cycle: 2012-2013

Instructors in advertising will focus attention on "evaluative competency" across the curriculum.

M 2: PUGS Exam
All graduating journalism department students were recruited to voluntarily complete a 60-item, online exit examination. The items measured punctuation, usage, grammar, and spelling knowledge in direct relation to the Department of Journalism's student learning outcomes 9 and 10 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies Nos. 9 and 10.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 PUGS Exit Exam

Target:
Graduating online journalism students will score on average at least 60% on specified PUGS exit exam items (N = 29).

Findings (2013-2014) - Target: Met
Graduating advertising students (N = 8) scored on average 73% on specified PUGS exit exam items (N = 29).

M 4: Supervisor Evaluation of Student Interns
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Four advertising students completed internships and were rated in 2012-13. Twenty-one advertising students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document
• Field Supervisor Evaluation of Student Intern Form
Target:
On average, advertising students will score above average (greater than 3.0) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Findings (2013-2014) - Target: Met
On average, advertising students scored above average (4.72-Good to Excellent) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

SLO 11: Quantitative Competency
Students will apply basic numerical and statistical concepts.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
11 Apply basic numerical and statistical concepts.

Related Measures:

M 1: Advertising Exit Exam
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N =10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Advertising Exit Exam

Target:
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 4).

Findings (2013-2014) - Target: Met
Graduating advertising students (N = 10) scored on average 63% on specified exit exam items (N = 4).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.
Curricular Attention
*Established in Cycle:* 2012-2013

Instructors in advertising will focus attention on "quantitative competency" across the curriculum.

**SLO 12:** Tool Competency
Students will apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
12 Apply tools and technologies appropriate for the communications professions in which they work.

**Related Measures:**

**M 1: Advertising Exit Exam**
All graduating journalism department students with an advertising major or concentration were recruited with 6 voluntarily completing a 64-item online exit examination. The items measured general journalism knowledge (N = 54) and specific advertising knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Advertising Exit Exam

**Target:**
Graduating advertising students will score on average at least 50% on specified exit exam items (N = 7).

**Findings (2013-2014) - Target: Met**
Graduating advertising students (N = 10) scored on average 63% on specified exit exam items (N = 7).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the *Details of Action Plans* section of this report.

**Curricular Attention**
*Established in Cycle:* 2012-2013

Instructors in advertising will focus attention on "tool competency" across the curriculum.

**M 3: Advertising Capstone Project**
All graduating journalism department students with an advertising major or concentration completed JRN 466—a capstone course. An external professional reviewer or representatives of an actual client, evaluated student portfolios and presentations. See attached biographical information. A rubric with 4 categories and 10 items measured students’ performance on a 5-point (1) “not adequate” to (5) “excellent” scale in direct relation to the Department of Journalism’s learning outcomes (O5, O7, O8, and O12) based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**

- [2012-13 Advertising Capstone Rubric](#)

**Target:**
Graduating advertising students will score on average at least 4 (Very Good) on specified capstone rubric items' 5-point scale.

**Findings (2013-2014) - Target: Not Met**
An external professional reviewer rated six student groups of 5 students. On average, advertising capstone projects and presentations were rated average (M = 3.75) on 4 items related to tool competency.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the [Details of Action Plans](#) section of this report.

**Curricular Attention**

*Established in Cycle: 2013-2014*
Instructors in advertising will focus attention on "tool competency" across the curriculum.

**M 4: Supervisor Evaluation of Student Interns**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Four advertising students completed internships and were rated in 2012-13. Twenty-one advertising students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- [Field Supervisor Evaluation of Student Intern Form](#)

**Target:**
On average, advertising students will score above average (greater than 3.0) on the 11 items related to tool competency on the "Field Supervisor Evaluation of Student Intern" Form.
Connected Document
  • Field Supervisor Evaluation of Student Intern Form

Findings (2013-2014) - Target: Met
On average, advertising students scored above average (4.83-Good to Excellent) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

M 5:Graduate Placement in Field
To measure graduate placement, advertising concentration/major graduates for AY 2009-10 though AY 2012-13 were surveyed via telephone regarding their employment status in August 2013. The study will be repeated in August 2015. Thus, data for this measure will be collected once every biennium (two academic years).

Source of Evidence: Job placement data, esp. for career/tech areas

Connected Document
  • Employment Survey Data

Target:
Improvement from the previous biennium is expected.

Findings (2013-2014) - Target: Not Reported This Cycle
Not reported this cycle.

M 6:Honors/Awards
Advertising students annually submit work for national student competition at the College Newspaper Business and Advertising Managers Inc. National Advertising Awards competition. The indirect measure indicates the success of the advertising program in preparing students for successful careers in advertising.

Source of Evidence: Honors and awards outside the institution

Connected Document
  • 2013-14 Advertising Awards

Target:
The program aspires to annually maintain its reputation and status with students winning numerous awards at various state, regional, and national competitions.

Findings (2013-2014) - Target: Met
The program built on its reputation and status with students winning numerous awards in 2013-14. Awards are attached in word document.
**Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 13: Retention**
The retention of students enrolled in the advertising program is an objective associated with program effectiveness.

**Related Measures:**

**M 7: SAP Majors & Graduates List**
List of majors and graduates were obtained. Students were tracked individually over time.

Source of Evidence: Existing data

**Target:**
Annual improvement of retention rates.

**Findings (2013-2014) - Target: Met**
49% of AY 2013-14 advertising majors (N = 75) were retained to Fall 2014.

**O/O 14: Graduation**
Graduation of students enrolled in the advertising program is an objective associated with program effectiveness.

**Related Measures:**

**M 7: SAP Majors & Graduates List**
List of majors and graduates were obtained. Students were tracked individually over time.

Source of Evidence: Existing data

**Target:**
Annual improvement of graduation rates.

**Findings (2013-2014) - Target: Met**
35% of advertising majors (N = 26) enrolled in Fall 2012 graduated in AY 2013-14.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Curricular Attention**
Instructors in advertising will focus attention on "evaluative competency" across the curriculum.

**Established in Cycle:** 2012-2013
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Advertising Exit Exam | **Outcome/Objective:** Evaluative Competency
**Curricular Attention**
Instructors in advertising will focus attention on "historical understanding" in JRN 360: Advertising Principles.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Advertising Exit Exam | **Outcome/Objective:** Historical Understanding

**Responsible Person/Group:** Johnny Sparks William Barre

**Curricular Attention**
Instructors in advertising will focus attention on "quantitative competency" across the curriculum.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Advertising Exit Exam | **Outcome/Objective:** Quantitative Competency

**Responsible Person/Group:** Johnny Sparks William Barre

**Curricular Attention**
Instructors in advertising will focus attention on "thoughtfulness" across the curriculum.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High  

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Advertising Exit Exam | **Outcome/Objective:** Thoughtfulness

**Responsible Person/Group:** Johnny Sparks William Barre

**Curricular Attention**
Instructors in advertising will focus attention on "tool competency" across the curriculum.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High
Relationships (Measure | Outcome/Objective):
  Measure: Advertising Exit Exam | Outcome/Objective: Tool Competency

Responsible Person/Group: Johnny Sparks William Barre

Curricular Attention
Instructors in advertising will focus attention on "conceptual understanding" across the curriculum.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Advertising Capstone Project | Outcome/Objective: Conceptual Understanding and Application

Responsible Person/Group: Johnny Sparks

Curricular Attention
Instructors in advertising will focus attention on "thoughtfulness" across the curriculum.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Advertising Capstone Project | Outcome/Objective: Thoughtfulness

Responsible Person/Group: Johnny Sparks

Curricular Attention
Instructors in advertising will focus attention on "tool competency" across the curriculum.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Advertising Capstone Project | Outcome/Objective: Tool Competency

Responsible Person/Group: Johnny Sparks Bill Barre Mike Man

Analysis Questions and Analysis Answers
Analysis Question 1: How and with whom were the results shared?

Dr. Johnny Sparks, Department of Journalism assessment coordinator, shared the 2013-14 assessment results with the Personnel Committee at the September 5, 2014 meeting. The faculty discussed the findings and committed to working with the assessment coordinator to ensure the ongoing facilitation of student learning outcomes. The 2013-2014 assessment findings will also be shared with students via in-class presentations about assessment; shared with the unit's broader constituencies via the website; at the Department of Journalism Advisory Board meeting (in November); and with the academic community through the unit's Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) self-study report and during the site team visit in fall 2014. In relation to website reporting, the assessment coordinator will publish a summary narrative and overview statistics of the 2013-14 report on the departmental website including a hyperlink to the full assessment report (pdf, output from WEAVE) by October 7, 2014. The content will be added to the existing "public accountability" page with retention, graduation, and placement data at https://www.cmich.edu/colleges/CCFA/CCFADepartmentofJournalism/DOJAboutUs/Pages/Public-Accountability.aspx. All departmental major and minor students will receive an email notification of the publication of the results via the journalism listserv. On September 3, 2014, Sparks (assessment coordinator and advertising concentration coordinator) met with the advertising instructors and Dr. Jiafei Yin (Department of Journalism interim chair). The meeting focused on 2013-14 assessment results and curricular revision.

Analysis Question 2: Reflecting on this year's assessment(s), what conclusions and/or discoveries have you made regarding student learning when considering the data overall; how does that analysis change when compared with previous assessment evidence?

In 2013-14, advertising students demonstrated greater achievement of student learning outcomes across the traditional pillars of advertising education and practice-account planning, account management, and media planning. Further, the 2013-14 results indicated greater and more balanced achievement across all 12 departmental student learning outcomes including (e.g., conceptual, historical, etc.). In relation to the second part of Analysis Question No. 2, the analysis advances understandings of previous findings. Students achieved learning outcome goals on the exit exam measures in areas where massive deficiencies had previously existed In 2013-14. In comparison with other concentration areas, the advertising student performance on the general journalism exit exam was significantly lower in 2012-13. However, in 2013-14, advertising student performance on the journalism exit exam was much improved and comparable to other majors'/concentrations' students' performance.

Analysis Question 3: Based on the evidence of your program’s assessment findings, what subsequent actions will your program take?

Action plans have been written to address unmet assessment targets. The advertising major more than doubled in size from approximately 50 students in 2012-13 to more than 100 students in 2013-14. The growth of the program and the assessment outcomes evidenced the need for new faculty lines. A new tenure-track faculty position
was requested by the department and approved by the provost. The search will be conducted in 2014-15 with a new advertising colleague joining the faculty in 2015-16.

**Analysis Question 4: Reflecting on the previous year's action plans and since the last submitted report, what actions have been taken?**

All instructors have been urged to focus curricular attention on areas of observed deficiencies. Also, students and faculty have engaged in discussions with the department's assessment coordinator to advance the development of increasingly reliable and valid measures. In 2012-12 William Barre (fixed-term advertising faculty) and Sparks revisited the curriculum to facilitate future achievement of student learning outcomes and drafted new course proposals. Proposals for courses in account planning and account management are fully approved and ready for scheduling. A course proposal for a research methods course for advertising and public relations students continues through the university process and should soon attain final approval. A new fixed-term faculty member, Mike Marn, was hired for 2014-15. Marn offers the potential to add professional and academic diversity in advertising education.

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**Detailed Assessment Report**

*As of: 10/01/2014 10:40 AM EST*

**2013-2014 Journalism: Online Journalism Major, BA, BS**

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

**Mission / Purpose**

The mission of the Department of Journalism (and the online journalism major) at CMU is to provide students with a body of knowledge and a system of inquiry that informs and enriches their professional preparation; to prepare students for jobs in which they are accountable to their employers; and to prepare students for a profession in which they are accountable for their knowledge, ethics, service and competence to the public, their clients, and consumers. The department is one of 113 programs in journalism and mass communications accredited by the Accrediting Council on Education in Journalism and Mass Communications. The department attempts to make all its students/prospective graduates, regardless of their specialization, aware of the core values and competencies prescribed by ACEJMC. The mission of the Department of Journalism embraces and advances the missions (See Below) of Central Michigan University and the College of Communication and Fine Arts. [Central Michigan University, Mission Statement: At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.] [College of Communication and Fine Arts, Mission Statement: The College of Communication and Fine Arts believes that arts and communication are fundamental to the health, well-being and advancement of society and embraces the power of communication in all its forms. Through scholarship and creativity, the college provides opportunities for students and faculty to pursue their passions, enhance their abilities and realize their potential. The college prepares students to be successful professionals in a variety of careers through its commitment to a high-quality, comprehensive education.]

**Connected Documents**

- 5-Future Academic Years Assessment Plans
- External Assessment Consultation: Trevor Brown

**Goals**
G 1: Knowledge
Provide students with a body of knowledge and a system of inquiry and scholarship that inform and enrich their professional preparation.

G 2: Job Skills
Prepare students with job skills necessary to establish accountability to employers.

G 3: Professionalism
Prepare students for a profession in which they are accountable to clients and the public for their ethics, service and professional competence.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Legal Understanding
Students will understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
1 Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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;

Related Measures:

M 1: Online Journalism Exit Exam
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Online Journalism Exit Exam

Target:
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 13).
Findings (2013-2014) - Target: Met
Graduating online journalism students (N = 15) scored on average 87% on specified exit exam items (N = 13).

SLO 2: Historical Understanding
Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Relevant Associations:

Standard Associations:
ACEJMC - Professional Values & Competencies
2 Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Related Measures:

M 1: Online Journalism Exit Exam
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Online Journalism Exit Exam

Target:
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 11).

Findings (2013-2014) - Target: Met
Graduating online journalism students (N = 15) scored on average 73% on specified exit exam items (N = 11).

SLO 3: Domestic Diversity Understanding
Students will demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Relevant Associations:

Standard Associations:
ACEJMC - Professional Values & Competencies
3 Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Related Measures:
M 1: Online Journalism Exit Exam
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Online Journalism Exit Exam

Target:
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 7).

Findings (2013-2014) - Target: Met
Graduating online journalism students (N = 15) scored on average 75% on specified exit exam items (N = 7).

SLO 4: Global Diversity Understanding
Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

Relevant Associations:

Standard Associations:
ACEJMC - Professional Values & Competencies
4 Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society.

Related Measures:

M 1: Online Journalism Exit Exam
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Online Journalism Exit Exam

Target:
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 6).
Findings (2013-2014) - Target: Met
Graduating online journalism students (N = 15) scored on average 75% on specified exit exam items (N = 6).

SLO 5: Conceptual Understanding and Application
Students will understand concepts and apply theories in the use and presentation of images and information.

Relevant Associations:

Standard Associations:
ACEJMC - Professional Values & Competencies
5 Understand concepts and apply theories in the use and presentation of images and information.

Related Measures:

M 1: Online Journalism Exit Exam
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Online Journalism Exit Exam

Target:
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 25).

Findings (2013-2014) - Target: Met
Graduating online journalism students (N = 15) scored on average 81% on specified exit exam items (N = 25).

SLO 6: Ethical Understanding
Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Relevant Associations:

Standard Associations:
ACEJMC - Professional Values & Competencies
6 Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Related Measures:

M 1: Online Journalism Exit Exam
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Online Journalism Exit Exam

**Target:**
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 10).

**Findings (2013-2014) - Target: Met**
Graduating online journalism students (N = 15) scored on average 85% on specified exit exam items (N = 10).

**SLO 7: Thoughtfulness**
Students will think critically, creatively and independently.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
- 7 Think critically, creatively and independently.

**Related Measures:**

**M 1: Online Journalism Exit Exam**
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Online Journalism Exit Exam

**Target:**
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 25).

**Findings (2013-2014) - Target: Met**
Graduating online journalism students (N = 15) scored on average 81% on specified exit exam items (N = 25).
M 3: Online Journalism Capstone Project
All graduating journalism department students with an online and news editorial journalism major or concentration completed a capstone course. An external professional reviewer evaluated student portfolios. See attached biographical information. A rubric with 8 categories and 39 items measured students’ performance on a 4-point (1) "not publishable" to (4) "publishable" scale in direct relation to the Department of Journalism's learning outcomes O7, O8, O9, O11, and O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies. 2012-13 Evaluator was Dave Clark. 2013-14 Evaluator was Mark Lent.

Source of Evidence: Capstone course assignments measuring mastery

Connected Documents
- Online Journalism Capstone Project Evaluations
- Online Journalism Capstone External Evaluations 2013-14

Target:
Graduating online journalism students will score on average at least 3 (Publishable w/some editing) on specified capstone rubric items' 4-point scale.

Connected Document
- Online Journalism Capstone Project Evaluations

Findings (2013-2014) - Target: Met
Graduating online journalism students (N=17) scored on average 3.42 (Publishable w/some editing) on 5 specified capstone rubric items' 4-point scales.

M 4: Field Supervisor Evaluation of Student Intern
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five online journalism major students completed internships and were rated in 2012-13. Seven online journalism major students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document
- Field Supervisor Evaluation of Student Intern Form

Target:
On average, online journalism students will score above average (greater than 3.0) on the item related to thoughtfulness on the "Field Supervisor Evaluation of Student Intern" Form.
**Findings (2013-2014) - Target: Met**
On average, online journalism students scored above average (4.71-Good to Excellent) on the item related to thoughtfulness on the "Field Supervisor Evaluation of Student Intern" Form.

### SLO 8: Research Competency
Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
8 Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

**Related Measures:**

**M 1: Online Journalism Exit Exam**
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
• 2012-13 Online Journalism Exit Exam

**Target:**
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 7).

**Findings (2013-2014) - Target: Met**
Graduating online journalism students (N = 15) scored on average 66% on specified exit exam items (N = 7).

**M 3: Online Journalism Capstone Project**
All graduating journalism department students with an online and news editorial journalism major or concentration completed a capstone course. An external professional reviewer evaluated student portfolios. See attached biographical information. A rubric with 8 categories and 39 items measured students' performance on a 4-point (1) "not publishable" to (4) "publishable" scale in direct relation to the Department of Journalism's learning outcomes O7, O8, O9, O11, and O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies. 2012-13 Evaluator was Dave Clark. 2013-14 Evaluator was Mark Lent.
Source of Evidence: Capstone course assignments measuring mastery

**Connected Documents**
- Online Journalism Capstone Project Evaluations
- Online Journalism Capstone External Evaluations 2013-14

**Target:**
Graduating online journalism students will score on average at least 3 (Publishable w/some editing) on specified capstone rubric items’ 4-point scale.

**Connected Document**
- Online Journalism Capstone Project Evaluations

**Findings (2013-2014) - Target: Met**
Graduating online journalism students (N=17) scored on average 3.45 (Publishable w/some editing) on 5 specified capstone rubric items’ 4-point scales.

**M 4: Field Supervisor Evaluation of Student Intern**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five online journalism major students completed internships and were rated in 2012-13. Seven online journalism major students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Target:**
On average, online journalism students will score above average (greater than 3.0) on the item related to research competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Findings (2013-2014) - Target: Met**
On average, online journalism students scored above average above average (4.71-Good to Excellent) on the item related to research competency on the "Field Supervisor Evaluation of Student Intern" Form.

**SLO 9: Writing Competency**
Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

**Relevant Associations:**

**Standard Associations:**

ACEJMC-Professional Values & Competencies

9 Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

**Related Measures:**

**M 1: Online Journalism Exit Exam**

All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**

- 2012-13 Online Journalism Exit Exam

**Target:**

Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 6).

**Findings (2013-2014) - Target: Met**

Graduating online journalism students (N = 15) scored on average 78% on specified exit exam items (N = 6).

**M 2: PUGS Exam**

All graduating journalism department students were recruited to voluntarily complete a 60-item, online exit examination. The items measured punctuation, usage, grammar, and spelling knowledge in direct relation to the Department of Journalism's student learning outcomes 9 and 10 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies Nos. 9 and 10.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**

- 2012-13 PUGS Exit Exam

**Target:**

Graduating journalism students will score on average at least 60% on specified PUGS exit exam items (N = 60).
Findings (2013-2014) - Target: Met
Graduating online journalism students (N = 13) scored on average 75% on specified PUGS exit exam items (N = 60).

M 3: Online Journalism Capstone Project
All graduating journalism department students with an online and news editorial journalism major or concentration completed a capstone course. An external professional reviewer evaluated student portfolios. See attached biographical information. A rubric with 8 categories and 39 items measured students’ performance on a 4-point (1) "not publishable" to (4) "publishable" scale in direct relation to the Department of Journalism's learning outcomes O7, O8, O9, O11, and O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies. 2012-13 Evaluator was Dave Clark. 2013-14 Evaluator was Mark Lent.

Source of Evidence: Capstone course assignments measuring mastery

Connected Documents
- Online Journalism Capstone Project Evaluations
- Online Journalism Capstone External Evaluations 2013-14

Target:
Graduating online journalism students will score on average at least 3 (Publishable w/some editing) on specified capstone rubric items' 4-point scale.

Connected Document
- Online Journalism Capstone Project Evaluations

Findings (2013-2014) - Target: Met
Graduating online journalism students (N=17) scored on average 3.12 (Publishable w/some editing) on 5 specified capstone rubric items' 4-point scales.

M 4: Field Supervisor Evaluation of Student Intern
Field supervisors--representing an external employment entity--are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five online journalism major students completed internships and were rated in 2012-13. Seven online journalism major students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document
- Field Supervisor Evaluation of Student Intern Form

Target:
On average, online journalism students will score above average (greater
than 3.0) on the item related to writing competency on the "Field Supervisor Evaluation of Student Intern" Form.

Connected Document
* Field Supervisor Evaluation of Student Intern Form

Findings (2013-2014) - Target: Met
On average, online journalism students scored above average (4.86-Good to Excellent) on the item related to writing competency on the "Field Supervisor Evaluation of Student Intern" Form.

SLO 10: Evaluative Competency
Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
10 Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Related Measures:

M 1: Online Journalism Exit Exam
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
* 2012-13 Online Journalism Exit Exam

Target:
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 7).

Findings (2013-2014) - Target: Met
Graduating online journalism students (N = 15) scored on average 74% on specified exit exam items (N = 7).

M 2: PUGS Exam
All graduating journalism department students were recruited to voluntarily complete a 60-item, online exit examination. The items measured punctuation, usage, grammar, and spelling knowledge in direct relation to the Department of Journalism's student learning outcomes 9 and 10 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies Nos. 9 and 10.
Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**

- 2012-13 PUGS Exit Exam

**Target:**
Graduating online journalism students will score on average at least 60% on specified PUGS exit exam items (N = 29).

**Findings (2013-2014) - Target: Met**
Graduating online journalism students (N = 13) scored on average 78% on specified PUGS exit exam items (N = 29).

**M 4: Field Supervisor Evaluation of Student Intern**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five online journalism major students completed internships and were rated in 2012-13. Seven online journalism major students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**

- Field Supervisor Evaluation of Student Intern Form

**Target:**
On average, online journalism students will score above average (greater than 3.0) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Findings (2013-2014) - Target: Met**
On average, online journalism students scored above average (4.86-Good to Excellent) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

**SLO 11: Quantitative Competency**
Students will apply basic numerical and statistical concepts.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
11 Apply basic numerical and statistical concepts.
Related Measures:

**M 1: Online Journalism Exit Exam**
All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- [2012-13 Online Journalism Exit Exam](#)

**Target:**
Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 3).

**Findings (2013-2014) - Target: Met**
Graduating online journalism students (N = 15) scored on average 78% on specified exit exam items (N = 3).

**M 3: Online Journalism Capstone Project**
All graduating journalism department students with an online and news editorial journalism major or concentration completed a capstone course. An external professional reviewer evaluated student portfolios. See attached biographical information. A rubric with 8 categories and 39 items measured students' performance on a 4-point (1) "not publishable" to (4) "publishable" scale in direct relation to the Department of Journalism's learning outcomes O7, O8, O9, O11, and O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies. 2012-13 Evaluator was Dave Clark. 2013-14 Evaluator was Mark Lent.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Documents**
- [Online Journalism Capstone Project Evaluations](#)
- [Online Journalism Capstone External Evaluations 2013-14](#)

**Target:**
Graduating online journalism students will score on average at least 3 (Publishable w/some editing) on specified capstone rubric items' 4-point scale.

**Connected Document**
- [Online Journalism Capstone Project Evaluations](#)

**Findings (2013-2014) - Target: Met**
Graduating online journalism students (N=17) scored on average 3.56
SLO 12: Tool Competency

Students will apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Relevant Associations:

Standard Associations:

ACEJMC - Professional Values & Competencies

12 Apply tools and technologies appropriate for the communications professions in which they work.

Related Measures:

M 1: Online Journalism Exit Exam

All graduating journalism department students with an online journalism major or concentration were recruited with 5 voluntarily completing a 67-item online exit examination. The items measured general journalism knowledge (N = 54) and specific online journalism knowledge (N = 13) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Target:

Graduating online journalism students will score on average at least 60% on specified exit exam items (N = 12).

Findings (2013-2014) - Target: Met

Graduating online journalism students (N = 15) scored on average 85% on specified exit exam items (N = 12).

M 3: Online Journalism Capstone Project

All graduating journalism department students with an online and news editorial journalism major or concentration completed a capstone course. An external professional reviewer evaluated student portfolios. See attached biographical information. A rubric with 8 categories and 39 items measured students’ performance on a 4-point (1) "not publishable" to (4) "publishable" scale in direct relation to the Department of Journalism's learning outcomes O7, O8, O9, O11, and O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies. 2012-13 Evaluator was Dave Clark. 2013-14 Evaluator was Mark Lent.

Source of Evidence: Dave Clark. 2013-14 Evaluator was Mark Lent.

Connected Documents

Online Journalism Capstone Project Evaluations
• **Online Journalism Capstone External Evaluations 2013-14**

**Target:**
Graduating online journalism students will score on average at least 3 (Publishable w/some editing) on specified capstone rubric items’ 4-point scale.

**Connected Document**
• [Online Journalism Capstone Project Evaluations](#)

**Findings (2013-2014) - Target: Met**
Graduating online journalism students (N=18) scored on average 3.54 (Publishable w/some editing) on 5 specified capstone rubric items’ 4-point scales.

**M 4: Field Supervisor Evaluation of Student Intern**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five online journalism major students completed internships and were rated in 2012-13. Seven online journalism major students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
• [Field Supervisor Evaluation of Student Intern Form](#)

**Target:**
On average, online journalism students will score above average (greater than 3.0) on the 11 items related to tool competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
• [Field Supervisor Evaluation of Student Intern Form](#)

**Findings (2013-2014) - Target: Met**
On average, online journalism students scored above average (4.94-Good to Excellent) on the 11 items related to tool competency on the "Field Supervisor Evaluation of Student Intern" Form.

**M 5: Graduate Placement in Field**
To measure graduate placement, online journalism graduates for AY 2009-10 though AY 2012-13 were surveyed via telephone regarding their employment status in August 2013. The study will be repeated in August 2015. Thus, data for this measure will be collected once every biennium (two academic years).

Source of Evidence: Job placement data, esp. for career/tech areas
**Connected Document**
- Employment Survey Data

**Target:**
Improvement from the previous biennium is expected.

**Findings (2013-2014) - Target: Not Reported This Cycle**
Not reported this cycle.

**M 6: Honors/Awards**
Online journalism students annually submit work for state, regional, and national student competitions including at the Michigan Press Association, Hearst Intercollegiate, and the Society of Professional Journalists. The indirect measure indicates the success of the online journalism program in preparing students for successful careers in online journalism.

Source of Evidence: Honors and awards outside the institution

**Target:**
The program aspires to annually maintain its growing reputation and status with students winning numerous awards at various state, regional, and national competitions.

**Findings (2013-2014) - Target: Met**

2013 Editor and Publisher -- Eppy Award -- Honorable Mention, GCmag
2014 SOCIETY OF PROFESSIONAL JOURNALISTS Excellence Award -- Best Independent Online Student Publication, GCmag In-Depth Reporting (Large) -- Finalist: "Michigan Organics" by Mark Fairbrother, Anna Palm, Sydney Smith and Jennifer Liedel, Midland Daily News Photography Award, Best Photo Illustration -- Shannon Millard, GCmag MICHIGAN PRESS ASSOCIATION (MPA), October 2013 CM Life Division One MPA award winners: News Story Second place: "Professor charged with child porn possession, suspended" by Eric Dresden and Aaron McMann Third place: "Suspect shot, killed following abduction, rape of CMU student" by Aaron McMann and Justin Hicks Investigative Reporting First place: "International students often greeted with troubles upon CMU arrival" by Ryan Fitzmaurice Second place: Six-part athletics and academics investigative series by Justin Hicks Honorable mention: "Beating the street: A look at the drug-chasing Bay Area Narcotics Enforcement Team" by Tony Wittkowski Feature Story First place: "Young at heart: At 105, Bill Burden helped build Barnard Hall; still handy, active" by Adam Niemi Second place: "Back in time: 1860s culture, lifestyle displayed at weekend Civil War encampment" by Adam Niemi Third place: "Soldiers in the making: ROTC members put in work over weekend at Fort Custer" by Tony Wittkowski Honorable mention: "Moving forward: Kathy Ling, Sharon Tillmann serve as Mount Pleasant's first mayor-vice mayor duo" by Emily Grove Sports News/Features First place: "Track & field program in disarray, Randolph under fire by players" by Justin Hicks Second place: "Do or Addae: What is going on under those dreads?" by Matt Thompson Third place: "Ghost town: Attendance issues plague home football games, athletics confident tickets will reach NCAA benchmark" by Ryan Zuke Multimedia Reporting First place: "Women's basketball season ends with 78-73 loss to Oklahoma despite Bradford's monster effort" by Brandon

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 13: Retention
Retention of students enrolled in the online journalism program is an objective associated with program effectiveness.

**Related Measures:**

**M 7: SAP Majors & Graduates List**
List of majors and graduates were obtained. Students were tracked individually over time.

Source of Evidence: Existing data

**Target:**
Annual improvement of retention rates.

**Findings (2013-2014) - Target: Met**
56% of AY 2013-14 online journalism majors (N = 82) were retained to Fall 2014.

O/O 14: Graduation
Graduation of students enrolled in the online journalism program is an objective associated with program effectiveness.

**Related Measures:**

**M 7: SAP Majors & Graduates List**
List of majors and graduates were obtained. Students were tracked individually over time.

Source of Evidence: Existing data

**Target:**
Annual improvement of graduation rates.

**Findings (2013-2014) - Target: Met**
32% of online journalism majors (N = 82) enrolled in Fall 2012 graduated in AY 2013-14.
Details of Action Plans for This Cycle (by Established cycle, then alpha)

Audio Rubric
After using the multimedia rubric to score an audio-only news story, it appears necessary to create a rubric to assess audio-only projects.

Established in Cycle: 2010-2011
Implementation Status: Planned
Priority: Low

Responsible Person/Group: Lori Brost and/or Carol McGinnis

Analysis Questions and Analysis Answers

Analysis Question 1: How and with whom were the results shared?

Dr. Johnny Sparks, Department of Journalism assessment coordinator, shared the 2013-14 assessment results with the Personnel Committee at the September 5, 2014 meeting. The faculty discussed the findings and committed to working with the assessment coordinator to ensure the ongoing facilitation of student learning outcomes. The 2013-2014 assessment findings will also be shared with students via in-class presentations about assessment; shared with the unit's broader constituencies via the website; at the Department of Journalism Advisory Board meeting (in November); and with the academic community through the unit's Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) self-study report and during the site team visit in fall 2014. In relation to website reporting, the assessment coordinator will publish a summary narrative and overview statistics of the 2013-14 report on the departmental website including a hyperlink to the full assessment report (pdf., output from WEAVE) by October 7, 2014. The content will be added to the existing "public accountability" page with retention, graduation, and placement data at https://www.cmich.edu/colleges/CCFA/CCFADepartmentofJournalism/DOJAboutUs/Pages/Public-Accountability.aspx. All departmental major and minor students will receive an email notification of the publication of the results via the journalism listserv.

Analysis Question 2: Reflecting on this year's assessment(s), what conclusions and/or discoveries have you made regarding student learning when considering the data overall; how does that analysis change when compared with previous assessment evidence?

The assessment findings indicated that "online journalism" students exceeded goals related to student learning outcome goals in 2013-14. Thus, the assessment findings, again, demonstrated department educational proficiencies based in the traditional educational values and competencies in the practice of journalism. It is important to note that News Editorial and Online Journalism students from outgoing concentrations, which have been merged into a new "Journalism Major" in 2014-15, were assessed and reported under the title of "online journalism" in this report. In relation to the second part of Analysis Question No. 2, the analysis advances understandings of previous findings. In 2012-13, a limited number of initial graduates from the new online journalism concentration produced exemplary scores across assessment measures. When
combining News Editorial and Online students to represent the newly formed "Journalism" major in this report, journalism students maintained an exemplary level of achievement in 2013-14.

Analysis Question 3: Based on the evidence of your program's assessment findings, what subsequent actions will your program take?

An assessment plan is place for the "journalism" major (newly merged online journalism and news/editorial concentrations). For the immediate future, subsequent actions will focus on assessing the newly formed journalism major using the department's existing 5-year assessment plan to determine future action demands.

Analysis Question 4: Reflecting on the previous year's action plans and since the last submitted report, what actions have been taken?

The existing online journalism and news/editorial programs' assessment were formally merged in this report. That is, news editorial and online concentration students were aggregated in this report under the title of "online journalism." News/editorial and online journalism are being eliminated as concentrations. The curricula have been merged in a new "journalism" major in 2014-15. The learning outcomes and objectives for students interested in a news editorial or online journalism career are pursued fully in the newly created "journalism" major. Therefore, the assessment findings will inform future curricular and assessment initiatives in the new "journalism" major. The new "journalism" major's assessment has been initiated and will be continued using the rubric and procedures of the preexisting online journalism plan. The new journalism program aims to offer enhanced professional preparation and greater curricular flexibility by allowing students choose from a greater range of electives in satisfaction of graduation requirements. Thus, students should benefit from the department's increased focus on a single "journalism" program. The elimination of the news/editorial concentration should enhance student-learning outcomes by freeing administrative resources through elimination of duplicative assessment and curriculum activities.

Detailed Assessment Report
As of: 10/01/2014 10:40 AM EST
2013-2014 Journalism: Photojournalism Major, BA, BS
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the Department of Journalism (and the photojournalism major) at CMU is to provide students with a body of knowledge and a system of inquiry that informs and enriches their professional preparation; to prepare students for jobs in which they are accountable to their employers; and to prepare students for a profession in which they are accountable for their knowledge, ethics, service and competence to the public, their clients, and consumers. The department is one of 113 programs in journalism and mass communications accredited by the Accrediting Council on Education in Journalism and Mass Communications. The department attempts to make all its students/prospective graduates, regardless of their specialization, aware of the core values and competencies prescribed by ACEJMC. The mission of the Department of Journalism embraces and advances the missions (See Below) of Central Michigan University and the College of Communication and Fine Arts. [Central Michigan University, Mission Statement: At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster
personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.] [College of Communication and Fine Arts, Mission Statement: The College of Communication and Fine Arts believes that arts and communication are fundamental to the health, well-being and advancement of society and embraces the power of communication in all its forms. Through scholarship and creativity, the college provides opportunities for students and faculty to pursue their passions, enhance their abilities and realize their potential. The college prepares students to be successful professionals in a variety of careers through its commitment to a high-quality, comprehensive education.]

**Connected Documents**
- 5-Future Academic Years Assessment Plans
- External Assessment Consultation: Trevor Brown

**Goals**

**G 1: Knowledge**
Provide students with a body of knowledge and a system of inquiry and scholarship that inform and enrich their professional preparation.

**G 2: Job Skills**
Prepare students with job skills necessary to establish accountability to employers.

**G 3: Professionalism**
Prepare students for a profession in which they are accountable to clients and the public for their ethics, service and professional competence.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Legal Understanding**
Students will understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies

1 Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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;

**Related Measures:**

**M 1: Photojournalism Exit Exam**
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and
specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Photojournalism Exit Exam

**Target:**
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 13).

**Findings (2013-2014) - Target: Met**
Graduating photojournalism students (N = 3) scored 69% on specified exit exam items (N = 13).

**SLO 2: Historical Understanding**
Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
- 2 Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

**Related Measures:**

**M 1: Photojournalism Exit Exam**
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Photojournalism Exit Exam

**Target:**
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 11).

**Findings (2013-2014) - Target: Not Met**
Graduating photojournalism students (N = 3) scored 42% on specified exit exam items (N = 11).
Related Action Plans (by Established cycle, then alpha):

For full information, see the Details of Action Plans section of this report.

Curricular Attention
Established in Cycle: 2013-2014
Photojournalism faculty will focus attention on historical understanding across the photojournalism curriculum.

SLO 3: Domestic Diversity Understanding
Students will demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
3 Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Related Measures:

M 1: Photojournalism Exit Exam
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Photojournalism Exit Exam

Target:
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 7).

Findings (2013-2014) - Target: Met
Graduating photojournalism students (N = 3) scored 60% on specified exit exam items (N = 7).

SLO 4: Global Diversity Understanding
Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
4 Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society.

**Related Measures:**

**M 1: Photojournalism Exit Exam**
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Photojournalism Exit Exam

**Target:**
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 6).

**Findings (2013-2014) - Target: Met**
Graduating photojournalism students (N = 3) scored 61% on specified exit exam items (N = 6).

**SLO 5: Conceptual Understanding and Application**
Students will understand concepts and apply theories in the use and presentation of images and information.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
5 Understand concepts and apply theories in the use and presentation of images and information.

**Related Measures:**

**M 1: Photojournalism Exit Exam**
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Photojournalism Exit Exam
Target:
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 22).

Findings (2013-2014) - Target: Met
Graduating photojournalism students (N = 3) scored 71% on specified exit exam items (N = 22).

SLO 6: Ethical Understanding
Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
6 Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Related Measures:

M 1: Photojournalism Exit Exam
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Photojournalism Exit Exam

Target:
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 11).

Findings (2013-2014) - Target: Met
Graduating photojournalism students (N = 3) scored 68% on specified exit exam items (N = 11).

SLO 7: Thoughtfulness
Students will think critically, creatively and independently.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
7 Think critically, creatively and independently.

Related Measures:
M 1: Photojournalism Exit Exam
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Photojournalism Exit Exam

Target:
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 22).

Findings (2013-2014) - Target: Met
Graduating photojournalism students (N = 3) scored 67% on specified exit exam items (N = 22).

M 4: Field Supervisor Evaluation of Student Intern
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five photojournalism major/concentration students completed internships and were rated in 2012-13. Twelve photojournalism major/concentration students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Target:
On average, photojournalism students will score above average (greater than 3.0) on the item related to thoughtfulness on the "Field Supervisor Evaluation of Student Intern" Form.

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Findings (2013-2014) - Target: Met
On average, photojournalism students scored above average (4.82-Good to Excellent) on the item related to thoughtfulness on the "Field Supervisor Evaluation of Student Intern" Form.
SLO 8: Research Competency
Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
8 Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Related Measures:

M 1: Photojournalism Exit Exam
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Photojournalism Exit Exam

Target:
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 5).

Findings (2013-2014) - Target: Met
Graduating photojournalism students (N = 3) scored 78% on specified exit exam items (N = 5).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Curricular Attention
Established in Cycle: 2012-2013
Instructors in photojournalism will focus attention on "research competency" across the curriculum.

M 4: Field Supervisor Evaluation of Student Intern
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five photojournalism major/concentration students completed internships and were rated in 2012-13. Twelve photojournalism major/concentration students completed internships and
were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Target:
On average, photojournalism students will score above average (greater than 3.0) on the item related to research competency on the "Field Supervisor Evaluation of Student Intern" Form.

Findings (2013-2014) - Target: Met
On average, photojournalism students scored above average (4.82-Good to Excellent) on the item related to research competency on the "Field Supervisor Evaluation of Student Intern" Form.

SLO 9: Writing Competency
Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
  9 Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Related Measures:

M 1: Photojournalism Exit Exam
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N =8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 Photojournalism Exit Exam

Target:
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 6).
Findings (2013-2014) - Target: Met
Graduating photojournalism students (N = 3) scored 76% on specified exit exam items (N = 6).

M 2:PUGS Exam
All graduating journalism department students were recruited to voluntarily complete a 60-item, online exit examination. The items measured punctuation, usage, grammar, and spelling knowledge in direct relation to the Department of Journalism's student learning outcomes 9 and 10 based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies Nos. 9 and 10.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 PUGS Exit Exam

Target:
Graduating journalism students will score on average at least 60% on specified PUGS exit exam items (N = 60).

Findings (2013-2014) - Target: Met
Graduating photojournalism students (N = 3) scored on average 68% on specified PUGS exit exam items (N = 60).

M 4:Field Supervisor Evaluation of Student Intern
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five photojournalism major/concentration students completed internships and were rated in 2012-13. Twelve photojournalism major/concentration students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Target:
On average, photojournalism students will score above average (greater than 3.0) on the item related to writing competency on the "Field Supervisor Evaluation of Student Intern" Form.

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Findings (2013-2014) - Target: Met
On average, photojournalism students scored above average above
average (4.72-Good to Excellent) on the item related to writing competency on the "Field Supervisor Evaluation of Student Intern" Form.

**SLO 10: Evaluative Competency**

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

**Relevant Associations:**

**Standard Associations:**

ACEJMC-Professional Values & Competencies

10 Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**Related Measures:**

**M 1: Photojournalism Exit Exam**

All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**

- 2012-13 Photojournalism Exit Exam

**Target:**

Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 7).

**Findings (2013-2014) - Target: Met**

Graduating photojournalism students (N = 3) scored 77% on specified exit exam items (N = 7).

**M 2: PUGS Exam**

All graduating journalism department students were recruited to voluntarily complete a 60-item, online exit examination. The items measured punctuation, usage, grammar, and spelling knowledge in direct relation to the Department of Journalism's student learning outcomes 9 and 10 based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies Nos. 9 and 10.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**

- 2012-13 PUGS Exit Exam
Target:
Graduating online journalism students will score on average at least 60% on specified PUGS exit exam items (N = 29).

Findings (2013-2014) - Target: Met
Graduating photojournalism students (N = 3) scored on average 73% on specified PUGS exit exam items (N = 29).

M 4: Field Supervisor Evaluation of Student Intern
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five photojournalism major/concentration students completed internships and were rated in 2012-13. Twelve photojournalism major/concentration students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Target:
On average, photojournalism students will score above average (greater than 3.0) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Findings (2013-2014) - Target: Met
On average, photojournalism students scored above average (4.91-Good to Excellent) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

SLO 11: Quantitative Competency
Students will apply basic numerical and statistical concepts.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
11 Apply basic numerical and statistical concepts.

Related Measures:

M 1: Photojournalism Exit Exam
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of
Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Photojournalism Exit Exam

**Target:**
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 3).

**Findings (2013-2014) - Target: Met**
Graduating photojournalism students (N = 3) scored 89% on specified exit exam items (N = 3).

**SLO 12: Tool Competency**
Students will apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
- 12 Apply tools and technologies appropriate for the communications professions in which they work.

**Related Measures:**

**M 1: Photojournalism Exit Exam**
All graduating journalism department students with a photojournalism major or concentration were recruited with 8 voluntarily completing a 62-item online exit examination. The items measured general journalism knowledge (N = 54) and specific photojournalism knowledge (N = 8) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 Photojournalism Exit Exam

**Target:**
Graduating photojournalism students will score on average at least 60% on specified exit exam items (N = 10).

**Findings (2013-2014) - Target: Met**
Graduating photojournalism students (N = 3) scored 70% on specified exit exam items (N = 10).

**M 3: Photojournalism Capstone Project**
All graduating journalism department students with a photojournalism major or concentration completed JRN 521—a capstone course. An external professional reviewer evaluated student portfolios. See attached biographical information. A rubric developed in 2012-13 with 6 major items and an additional 28 sub-items measured students' performance on a 5-point (1) "not present", (2) "Emerging," (3) "Developed", (4) "Ample," (5) "Compelling" scale in direct relation to the Department of Journalism's learning outcome O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Documents**
- 2012-13 PJ External Reviewer
- 2012-13 PJ Capstone Project Rubric and Reviews
- 2013-14 PJ Capstone Evaluations by Mark Lent
- 2013-14 PJ Individual Critiques by Mark Lent

**Target:**
Graduating photojournalism students will score on average at least 3 (Developed) on capstone rubric items' 5-point scale.

**Connected Documents**
- 2012-13 PJ Capstone Project Rubric and Reviews
- 2013-14 PJ Capstone Evaluations by Mark Lent
- 2013-14 PJ Individual Critiques by Mark Lent

**Findings (2013-2014) - Target: Met**
Graduating photojournalism students' portfolios (N = 6) were rated as "Developed" to "Ample" (M = 3.59) on the Capstone Project Rubric by the external reviewer.

**Connected Documents**
- 2013-14 PJ Capstone Evaluations by Mark Lent
- 2013-14 PJ Individual Critiques by Mark Lent

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**External Reviewer Solution**
*Established in Cycle: 2012-2013*
Faculty will train multiple external reviewers in the evaluation of student portfolios.

**Strength/weakness Analysis and Discussion**
*Established in Cycle: 2012-2013*
Capstone course faculty will "generally" review with current students the strengths and weaknesses identified by external review...

**M 4:Field Supervisor Evaluation of Student Intern**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Five photojournalism major/concentration students completed internships and were rated in 2012-13. Twelve photojournalism major/concentration students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Target:**
On average, photojournalism students will score above average (greater than 3.0) on the 11 items related to tool competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Findings (2013-2014) - Target: Met**
On average, photojournalism students scored above average (4.90-Good to Excellent) on the 11 items related to tool competency on the "Field Supervisor Evaluation of Student Intern" Form.

**M 5: Graduate Placement in Field**
To measure graduate placement, photojournalism graduates for AY 2009-10 though AY 2012-13 were surveyed via telephone regarding their employment status in August 2013. The study will be repeated in August 2015. Thus, data for this measure will be collected once every biennium (two academic years).

Source of Evidence: Job placement data, esp. for career/tech areas

**Connected Document**
- Employment Survey Data

**Target:**
Improvement from the previous biennium is expected.

**Findings (2013-2014) - Target: Not Reported This Cycle**
Not reported this cycle.

**M 6: Honors/Awards**
Photojournalism students annually submit work for state, regional, and national student competitions including at the Michigan Press Association, Michigan Press Photographers Association Society of Professional Journalists. The indirect measure indicates the success of the photojournalism program in preparing students for successful careers in photojournalism.
Source of Evidence: Honors and awards outside the institution

**Connected Documents**
- **CMU the most decorated university at the 2013 MPPA awards_1**
- **SPJ Photo Awards**
- **CMU Intern Photographs Denali National Park**

**Target:**
The highly decorated program aspires to annually maintain its top-ranking status with students winning numerous awards at various state, regional, and national competitions.

**Findings (2013-2014) - Target: Met**
MICHIGAN PRESS PHOTOGRAPHERS ASSOCIATION annual conference on Feb. 22, 2014, in East Lansing, Mich. -Junior Zack Wittman won College Photographer of the Year -Sophomore Daytona Niles took third place in the College Photographer of the Year competition. -Alum Sean Proctor won Photographer of the Year. Proctor is a staff photographer at the Midland Daily News. HEARST JOURNALISM AWARDS PROGRAM, June 2014 -Zack Whittman, National Photojournalism Championship ($4,000 Award) SOCIETY OF PROFESSIONAL JOURNALISTS, REGION 4, April 2014 -Photo Illustration (Large) Winner: "First kiss" by Shannon Millard, GCmag.org, Central Michigan University

**Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 13: Retention**
Retention of students enrolled in the photojournalism program is an objective associated with program effectiveness.

**Related Measures:**

**M 7:SAP Majors & Graduates List**
Lists of Majors and Graduates were obtained. Individual students were tracked over time.

Source of Evidence: Existing data

**Target:**
Annual improvement of retention rates.

**Findings (2013-2014) - Target: Met**
61% of AY 2013-14 photojournalism majors (N = 43) were retained to Fall 2014.

**O/O 14: Graduation**
Graduation of students enrolled in the photojournalism program is an objective associated with program effectiveness.

**Related Measures:**
M 7: SAP Majors & Graduates List
Lists of Majors and Graduates were obtained. Individual students were tracked over time.

Source of Evidence: Existing data

Target:
Annual improvement of graduation rates.

Findings (2013-2014) - Target: Met
30% of photojournalism majors (N = 43) enrolled in Fall 2012 graduated in AY 2013-14.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Exit Survey
The exit survey will be given to all graduating seniors in JRN 420, and JRN 422.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: The exit survey will be given at the end of the fall semester of 2010.
Responsible Person/Group: Kent Miller

Photojournalism Ethics Rubric
Test students on their knowledge of photojournalism ethics in five sections of JRN 220.

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: Photojournalism Ethics Rubric will be implemented near the end of the Fall 2010 semester in JRN 220.
Projected Completion Date: 12/15/2010
Responsible Person/Group: Kent Miller, Tim Fitzgerald and Lisa Yanick Jonaitis

Photojournalism Portfolio Rubric
Portfolios will be assessed for JRN 420

Established in Cycle: 2009-2010
Implementation Status: Planned
Priority: High
Implementation Description: The Portfolio Rubric will be assessed near the end of the fall 2010 semester in JRN 420.
Projected Completion Date: 12/15/2010
Responsible Person/Group: Kent Miller
Additional Resources Requested: None

Improve teaching of video
Some of the students assessed did not have enough video instruction. Increase video production teaching.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** Add more video production to photojournalism classes.  
**Responsible Person/Group:** Photojournalism and Online Journalism Professors

**Curricular Attention**  
Instructors in photojournalism will focus attention on "research competency" across the curriculum.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Photojournalism Exit Exam | **Outcome/Objective:** Research Competency

**Implementation Description:** Faculty will expand the breadth and depth of focus on research competency in the photojournalism curriculum. Research competency in the context of project development will be of particular concentration. Specifically, utilization of research tools in project enhancement will be a focus.  
**Responsible Person/Group:** Kent Miller Teresa Hernandez Tim Fitzgerald

**External Reviewer Solution**  
Faculty will train multiple external reviewers in the evaluation of student portfolios.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Photojournalism Capstone Project | **Outcome/Objective:** Tool Competency

**Responsible Person/Group:** Kent Miller Johnny Sparks

**Strength/weakness Analysis and Discussion**  
Capstone course faculty will "generally" review with current students the strengths and weaknesses identified by external reviewer in previous year(s).

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
Measure: Photojournalism Capstone Project | Outcome/Objective: Tool Competency

Responsible Person/Group: Kent Miller

Curricular Attention
Photojournalism faculty will focus attention on historical understanding across the photojournalism curriculum.

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: Photojournalism Exit Exam | Outcome/Objective: Historical Understanding

Responsible Person/Group: Kent Miller

Analysis Questions and Analysis Answers

Analysis Question 1: How and with whom were the results shared?

Dr. Johnny Sparks, Department of Journalism assessment coordinator, shared the 2013-14 assessment results with the Personnel Committee at the September 5, 2014 meeting. The faculty discussed the findings and committed to working with the assessment coordinator to ensure the ongoing facilitation of student learning outcomes. The 2013-2014 assessment findings will also be shared with students via in-class presentations about assessment; shared with the unit's broader constituencies via the website; at the Department of Journalism Advisory Board meeting (in November); and with the academic community through the unit's Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) self-study report and during the site team visit in fall 2014. In relation to website reporting, the assessment coordinator will publish a summary narrative and overview statistics of the 2013-14 report on the departmental website including a hyperlink to the full assessment report (pdf., output from WEAVE) by October 7, 2014. The content will be added to the existing "public accountability" page with retention, graduation, and placement data at https://www.cmich.edu/colleges/CCFA/CCFADepartmentofJournalism/DOJAboutUs/Pages/Public-Accountability.aspx). All departmental major and minor students will receive an email notification of the publication of the results via the journalism listserv.

Analysis Question 2: Reflecting on this year's assessment(s), what conclusions and/or discoveries have you made regarding student learning when considering the data overall; how does that analysis change when compared with previous assessment evidence?
Overall, two conclusions emerge from evaluation of the photojournalism data. (1). The assessment findings indicated photojournalism concentration students were highly honored and decorated in their work. (2). Photojournalism students achieved goals on 21-of-22, or 96%, of measures. Overall, the photojournalism students' capstone portfolios were rated very favorably. In relation to the second part of Analysis Question No. 2, the analysis advances understandings of previous findings. In 2012-13, numerous deficiencies were documented in student learning outcomes. Those unmet goals were primarily observed in relation to traditional journalism education outcomes (e.g., conceptual, historical, legal, etc.). Where as, tool competency was an observed strength of the photojournalism program. In 2013-14, action plans were initiated in the curriculum to address observed deficiencies. The results of the assessment activities for 2013-14 indicate significant improvement in achievement across these non-tool based measures of journalism education.

Analysis Question 3: Based on the evidence of your program's assessment findings, what subsequent actions will your program take?

An action plans has been written to address the single deficiency. Previous action plans will continue, as "in progress." The 5-year assessment plan will be utilized to continually monitor student learning outcome achievement and to promote curricular revision, as necessary.

Analysis Question 4: Reflecting on the previous year's action plans and since the last submitted report, what actions have been taken?

Action plans were utilized to address unmet assessment targets. Instructors focused curricular attention on areas of observed deficiencies and facilitated the successful achievement of targets by students. Students and faculty engaged in discussions with the department's assessment coordinator to advance the development of increasingly reliable and valid exit exam questions. A new external reviewer was trained to improve reliability and validity of the capstone portfolio measure and completed the capstone evaluation rubric.

Detailed Assessment Report
As of: 10/01/2014 10:40 AM EST
2013-2014 Journalism: Public Affairs Minor, BA, BS, BAA
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission of the Public Affairs minor is to bring together courses designed to provide skills and knowledge for the student with a career interest in public affairs communication in support of the mission of the Department of Journalism at Central Michigan University "to provide students with a body of knowledge and a system of inquiry that inform and enrich their professional preparation; to prepare students for jobs in which they are accountable to their employers; and to prepare students for a profession in which they are accountable for their knowledge, ethics, service and competence to the public, their clients, and consumers." The mission of the Department of Journalism embraces and advances the missions (See Below) of Central Michigan University and the College of Communication and Fine Arts. [Central Michigan University, Mission Statement: At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful
lives, and responsible citizenship in a global society.] [College of Communication and Fine Arts, Mission Statement: The College of Communication and Fine Arts believes that arts and communication are fundamental to the health, well-being and advancement of society and embraces the power of communication in all its forms. Through scholarship and creativity, the college provides opportunities for students and faculty to pursue their passions, enhance their abilities and realize their potential. The college prepares students to be successful professionals in a variety of careers through its commitment to a high-quality, comprehensive education.]

**Connected Documents**
- 5-Future Academic Years Assessment Plans
- External Assessment Consultation: Trevor Brown
- Recruitment Documentation

**Goals**

**G 1: Knowledge**
Provide students with a body of knowledge and a system of inquiry and scholarship that inform and enrich their professional preparation for careers that may be associated with public affairs.

**G 2: Professionalism**
Prepare students for a profession in which they are accountable to clients and the public for their ethics, service, and professional competence.

**G 3: Communication Skills**
Provide students with the necessary skills to be effective communicators in both speech and writing.

**Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1: Legal Understanding**
Students will understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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.

**Related Measures:**

**M 1: Public Affairs Exit Examination**
A multiple-choice examination will be administered to measure Department of Journalism Learning Outcomes for Public Affairs Minors. 32-items measure public affairs knowledge in direct relation to the Department of Journalism's student learning outcomes 1, 2, 3, 5, and 7 that are based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Documents**
- 2012-13 Public Affairs Exit Exam Questions
- General Journalism Exit Exam Items
Target: Graduating public affairs students will score on average at least 60% on specified exit exam items related to legal understanding (N = 29, public affairs questions).

**Connected Document**
- 2012-13 Public Affairs Exit Exam Questions

**Findings (2013-2014) - Target: Met**
Graduating public affairs students (N = 2) scored on average 64% on specified legal understanding exit exam items (N = 29).

**Connected Document**
- 2012-13 Public Affairs Exit Exam Questions

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**SLO 2: Historical Understanding**
Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

**Related Measures:**

**M 1: Public Affairs Exit Examination**
A multiple-choice examination will be administered to measure Department of Journalism Learning Outcomes for Public Affairs Minors. 32-items measure public affairs knowledge in direct relation to the Department of Journalism's student learning outcomes 1, 2, 3, 5, and 7 that are based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Documents**
- 2012-13 Public Affairs Exit Exam Questions
- General Journalism Exit Exam Items
- Public Affairs Outcome Matrix

Target: Graduating public affairs students will score on average at least 60% on specified exit exam items related to historical understanding (N = 18, public affairs questions).

**Connected Document**
- 2012-13 Public Affairs Exit Exam Questions

**Findings (2013-2014) - Target: Not Met**
Graduating public affairs students (N = 2) scored on average 58% on specified historical understanding exit exam items (N = 18).
SLO 3: Domestic Diversity Understanding

demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;

**Related Measures:**

**M 1: Public Affairs Exit Examination**

A multiple-choice examination will be administered to measure Department of Journalism Learning Outcomes for Public Affairs Minors. 32-items measure public affairs knowledge in direct relation to the Department of Journalism’s student learning outcomes 1, 2, 3, 5, and 7 that are based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Documents**

- 2012-13 Public Affairs Exit Exam Questions
- General Journalism Exit Exam Items
- Public Affairs Outcome Matrix

**Target:**

Graduating public affairs students will score on average at least 60% on specified exit exam items (N = 5, public affairs questions).

**Connected Document**

- 2012-13 Public Affairs Exit Exam Questions

**Findings (2013-2014) - Target: Met**

Graduating public affairs students (N = 2) scored on average 60% on specified domestic diversity exit exam items (N = 5, public affairs questions).

**Connected Document**

- 2012-13 Public Affairs Exit Exam Questions

SLO 4: Global Diversity Understanding

demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society

SLO 5: Conceptual Understanding and Application

understand concepts and apply theories in the use and presentation of images and information

**Related Measures:**
M 1: Public Affairs Exit Examination
A multiple-choice examination will be administered to measure Department of Journalism Learning Outcomes for Public Affairs Minors. 32-items measure public affairs knowledge in direct relation to the Department of Journalism's student learning outcomes 1, 2, 3, 5, and 7 that are based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
• 2012-13 Public Affairs Exit Exam Questions
• General Journalism Exit Exam Items
• Public Affairs Outcome Matrix

Target:
Graduating public affairs students will score on average at least 60% on specified exit exam items (N = 32, public affairs questions).

Connected Document
• 2012-13 Public Affairs Exit Exam Questions

Findings (2013-2014) - Target: Met
Graduating public affairs students (N = 2) scored on average 64% on specified conceptual understanding exit exam items (N = 32, public affairs questions).

Connected Document
• 2012-13 Public Affairs Exit Exam Questions

SLO 6: Ethical Understanding
Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

SLO 7: Thoughtfulness
Think critically, creatively and independently

Related Measures:

M 1: Public Affairs Exit Examination
A multiple-choice examination will be administered to measure Department of Journalism Learning Outcomes for Public Affairs Minors. 32-items measure public affairs knowledge in direct relation to the Department of Journalism's student learning outcomes 1, 2, 3, 5, and 7 that are based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Documents
• 2012-13 Public Affairs Exit Exam Questions
• General Journalism Exit Exam Items
• Public Affairs Outcome Matrix

**Target:**
Graduating public affairs students will score on average at least 60% on specified exit exam items (N = 32, public affairs questions).

**Connected Document**
• 2012-13 Public Affairs Exit Exam Questions

**Findings (2013-2014) - Target: Met**
Graduating public affairs students (N = 2) scored on average 64% on specified thoughtfulness exit exam items (N = 32, public affairs questions).

**Connected Document**
• 2012-13 Public Affairs Exit Exam Questions

**SLO 8: Research Competency**
conduct research and evaluate information by methods appropriate to the communications professions in which they work

**SLO 9: Writing Competency**
write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

**Related Measures:**

**M 3: External Capstone Writing Evaluation**
Graduating public Affairs minors' writing samples will be collected and evaluated on a 1(poor)-to-5(excellent) scale by an external reviewer.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Target:**
Graduating Public Affairs minors will achieve a 3.0 average on the External Capstone Writing Evaluation.

**Findings (2013-2014) - Target: Not Reported This Cycle**
In the future, the department will attempt to specifically identify public affairs minors in capstone writing courses or to solicit samples for evaluation. None were obtained this cycle.

**SLO 10: Evaluative Competency**
critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

**SLO 11: Quantitative Competency**
apply basic numerical and statistical concepts

**SLO 12: Tool Competency**
apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

**Related Measures:**

**M 2:DELETE**

Empty

Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**

Improvement from the previous biennium is expected.

**Findings (2013-2014) - Target: Not Reported This Cycle**

Not reported this cycle

**Analysis Questions and Analysis Answers**

**Analysis Question 1: How and with whom were the results shared?**

The results were shared in the Department of Journalism Faculty and Personnel Committee Meetings in September 2014. Additionally, Detailed Assessment Reports are posted online at https://www.cmich.edu/colleges/CCFA/CCFADepartmentofJournalism/DOJAboutUs/Pages/Public-Accountability.aspx

**Analysis Question 2: Reflecting on this year's assessment(s), what conclusions and/or discoveries have you made regarding student learning when considering the data overall; how does that analysis change when compared with previous assessment evidence?**

The Public Affairs Minor graduates performed on exit exams at or above established goals for student learning outcomes related to legal understanding, domestic diversity, conceptual/application, and thoughtfulness. Exit exam scores related to historical understanding fell 2% short of the target. Therefore, in the initial year of the assessment of the minor, student learning outcomes were widely achieved.

**Analysis Question 3: Based on the evidence of your program's assessment findings, what subsequent actions will your program take?**

Based on the assessment of 5 (of 12) departmental student learning outcomes, it appears that the exit exam provides a useful indicator. However, in future cycles, the use of an evaluative metric (capstone project evaluation) must be established to provide and additional measures for assessing the remaining 7 student learning outcomes. A key will be engaging the faculty in journalism and political science departments in the assessment of the interdisciplinary minor.

**Analysis Question 4: Reflecting on the previous year's action plans and since the last submitted report, what actions have been taken?**
There was no assessment of student learning outcomes in the previous cycle. Assessment occurred in this cycle.

**Detailed Assessment Report**

**As of: 10/01/2014 10:40 AM EST**

**2013-2014 Journalism: Public Relations Concentration, BA, BS**

(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

**Mission / Purpose**

The mission of the Department of Journalism at Central Michigan University is to provide students with a body of knowledge and a system of inquiry that inform and enrich their professional preparation; to prepare students for jobs in which they are accountable to their employers; and to prepare students for a profession in which they are accountable for their knowledge, ethics, service and competence to the public, their clients, and consumers. The public relations concentration prepares students to work in public relations and related integrated marketing communications in both account and strategic capacities. The department is one of 113 programs in journalism and mass communications accredited by the Accrediting Council on Education in Journalism and Mass Communications. The department attempts to make all its students/prospective graduates, regardless of their specialization, aware of the core values and competencies prescribed by ACEJMC. The mission of the Department of Journalism embraces and advances the missions (See Below) of Central Michigan University and the College of Communication and Fine Arts. [Central Michigan University, Mission Statement: At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.] [College of Communication and Fine Arts, Mission Statement: The College of Communication and Fine Arts believes that arts and communication are fundamental to the health, well-being and advancement of society and embraces the power of communication in all its forms. Through scholarship and creativity, the college provides opportunities for students and faculty to pursue their passions, enhance their abilities and realize their potential. The college prepares students to be successful professionals in a variety of careers through its commitment to a high-quality, comprehensive education.]

**Connected Documents**

- 5-Future Academic Years Assessment Plans
- External Assessment Consultation: Trevor Brown

**Goals**

**G 1: Skills**

2. Prepare students with job skills necessary to establish accountability to employers.

Outcomes associated with the goal 2 are: 1,2,3,4,5,6,7.

**G 2: Knowledge**

Provide students with a body of knowledge and a system of inquiry and scholarship that inform and enrich their professional preparation.

**G 3: Professionalism**

Prepare students for a profession in which they are accountable to clients and the public for their ethics, service and professional competence.
Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Legal Understanding
Students will understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
1. Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand 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;

Related Measures:

M 1: PR Exit Exam
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
- 2012-13 PR Exit Exam Items

Target:
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 13).

Findings (2013-2014) - Target: Met
Graduating public relations students (N = 5) scored on average 79% on specified exit exam items (N = 13).

SLO 2: Historical Understanding
Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
2 Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.

Related Measures:

**M 1:PR Exit Exam**
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 PR Exit Exam Items

**Target:**
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 11).

**Findings (2013-2014) - Target: Met**
Graduating public relations students (N = 5) scored on average 66% on specified exit exam items (N = 11).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Curricular Attention**
*Established in Cycle: 2012-2013*

Instructors in public relations will focus attention on "historical understanding" across the curriculum.

**SLO 3: Domestic Diversity Understanding**
Students will demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
3 Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

**Related Measures:**

**M 1:PR Exit Exam**
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 PR Exit Exam Items

Target:
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 7).

Findings (2013-2014) - Target: Met
Graduating public relations students (N = 5) scored on average 77% on specified exit exam items (N = 7).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Curricular Attention
Established in Cycle: 2012-2013

Instructors in public relations will focus attention on "domestic diversity" across the curriculum.

SLO 4: Global Diversity Understanding
Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
4 Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communication in a global society.

Related Measures:

M 1: PR Exit Exam
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam
Connected Document

- 2012-13 PR Exit Exam Items

**Target:**
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 6).

**Findings (2013-2014) - Target: Met**
Graduating public relations students (N = 5) scored on average 80% on specified exit exam items (N = 6).

**SLO 5: Conceptual Understanding and Application**
Students will understand concepts and apply theories in the use and presentation of images and information.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
5 Understand concepts and apply theories in the use and presentation of images and information.

**Related Measures:**

**M 1: PR Exit Exam**
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document

- 2012-13 PR Exit Exam Items

**Target:**
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 25).

**Findings (2013-2014) - Target: Met**
Graduating public relations students (N = 6) scored on average 76% on specified exit exam items (N = 25).

**M 3: Public Relations Capstone Project**
All graduating journalism department students with a public major or concentration completed JRN 551-a capstone course. An external professional reviewer, often an actual client, evaluated student portfolios. See attached biographical information. A rubric with 4 categories and 10 items measured students’ performance on a 5-point (1) "not adequate" to (5) "excellent" scale in direct relation to the Department of Journalism’s learning outcomes O5, O7, O8, O9 and O12 based on ACEJMC’s (Accrediting Council on Education in Journalism and
Mass Communications) Professional Values and Competencies.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**
- 2012-13 PR External Evaluation Capstone Project

**Target:**
Graduating public relations students will score on average at least 4 (Very Good) on specified capstone rubric items' 5-point scale.

**Findings (2013-2014) - Target: Met**
Graduating public relations students scored 5.00 (Excellent) on specified capstone rubric items' 5-point scale.

**SLO 6: Ethical Understanding**
Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
6 Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

**Related Measures:**

**M 1: PR Exit Exam**
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 PR Exit Exam Items

**Target:**
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 12).

**Findings (2013-2014) - Target: Met**
Graduating public relations students (N = 6) scored on average 78% on specified exit exam items (N = 12).

**SLO 7: Thoughtfulness**
Students will think critically, creatively and independently.

**Relevant Associations:**
Standard Associations:
ACEJMC-Professional Values & Competencies
7 Think critically, creatively and independently.

Related Measures:

**M 1: PR Exit Exam**
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 PR Exit Exam Items

**Target:**
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 22).

**Findings (2013-2014) - Target: Met**
Graduating public relations students (N = 6) scored on average 80% on specified exit exam items (N = 22).

**M 3: Public Relations Capstone Project**
All graduating journalism department students with a public major or concentration completed JRN 551-a capstone course. An external professional reviewer, often an actual client, evaluated student portfolios. See attached biographical information. A rubric with 4 categories and 10 items measured students’ performance on a 5-point (1) “not adequate” to (5) “excellent” scale in direct relation to the Department of Journalism’s learning outcomes O5, O7, O8, O9 and O12 based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**
- 2012-13 PR External Evaluation Capstone Project

**Target:**
Graduating public relations students will score on average at least 4 (Very Good) on specified capstone rubric items’ 5-point scale.

**Findings (2013-2014) - Target: Met**
Graduating public relations students scored 4.67 (Very Good) on specified capstone rubric items’ 5-point scale.

**M 4: Field Supervisor Evaluation of Student Intern**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Eight public relations concentration students completed internships and were rated in 2012-13. Ten public relations concentration students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Target:**
On average, public relations students will score above average (greater than 3.0) on the item related to thoughtfulness on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Findings (2013-2014) - Target: Met**
On average, public relations students scored above average (4.60-Good to Excellent) on the item related to thoughtfulness on the "Field Supervisor Evaluation of Student Intern" Form.

**SLO 8: Research Competency**
Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
8 Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

**Related Measures:**

**M 1: PR Exit Exam**
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 PR Exit Exam Items
Target:
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 6).

Findings (2013-2014) - Target: Met
Graduating public relations students (N = 6) scored on average 81% on specified exit exam items (N = 6).

M 3: Public Relations Capstone Project
All graduating journalism department students with a public major or concentration completed JRN 551—a capstone course. An external professional reviewer, often an actual client, evaluated student portfolios. See attached biographical information. A rubric with 4 categories and 10 items measured students' performance on a 5-point (1) "not adequate" to (5) "excellent" scale in direct relation to the Department of Journalism's learning outcomes O5, O7, O8, O9 and O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document
- 2012-13 PR External Evaluation Capstone Project

Target:
Graduating public relations students will score on average at least 4 (Very Good) on specified capstone rubric items' 5-point scale.

Findings (2013-2014) - Target: Met
Graduating public relations students scored 4.5 (Very Good) on specified capstone rubric items' 5-point scale.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Curricular Attention
Established in Cycle: 2012-2013

Instructors in photojournalism will focus attention on "research competency" across the curriculum.

M 4: Field Supervisor Evaluation of Student Intern
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Eight public relations concentration students completed internships and were rated in 2012-13. Ten public relations concentration students completed internships and were rated in 2013-14.
Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
- *Field Supervisor Evaluation of Student Intern Form*

**Target:**
On average, public relations students will score above average (greater than 3.0) on the item related to research competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
- *Field Supervisor Evaluation of Student Intern Form*

**Findings (2013-2014) - Target: Met**
On average, public relations students scored above average above average (4.90-Good to Excellent) on the item related to research competency on the "Field Supervisor Evaluation of Student Intern" Form.

**SLO 9: Writing Competency**
Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
9 Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

**Related Measures:**

**M 1: PR Exit Exam**
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- *2012-13 PR Exit Exam Items*

**Target:**
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 6).
**Findings (2013-2014) - Target: Met**
Graduating public relations students (N = 5) scored on average 83% on specified exit exam items (N = 6).

**M 2: PUGS Exam**
All graduating journalism department students were recruited to voluntarily complete a 60-item, online exit examination. The items measured punctuation, usage, grammar, and spelling knowledge in direct relation to the Department of Journalism's student learning outcomes 9 and 10 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies Nos. 9 and 10.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 PUGS Exit Exam

**Target:**
Graduating journalism students will score on average at least 60% on specified PUGS exit exam items (N = 60).

**Findings (2013-2014) - Target: Met**
Graduating public relations (N = 5) students scored on average 77% on specified PUGS exit exam items (N = 60).

**M 3: Public Relations Capstone Project**
All graduating journalism department students with a public major or concentration completed JRN 551-a capstone course. An external professional reviewer, often an actual client, evaluated student portfolios. See attached biographical information. A rubric with 4 categories and 10 items measured students' performance on a 5-point (1) "not adequate" to (5) "excellent" scale in direct relation to the Department of Journalism's learning outcomes O5, O7, O8, O9 and O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**
- 2012-13 PR External Evaluation Capstone Project

**Target:**
Graduating public relations students will score on average at least 4 (Very Good) on specified capstone rubric items' 5-point scale.

**Findings (2013-2014) - Target: Met**
Graduating public relations students scored 4.63 (Very Good) on specified capstone rubric items' 5-point scale.

**M 4: Field Supervisor Evaluation of Student Intern**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to
Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Eight public relations concentration students completed internships and were rated in 2012-13. Ten public relations concentration students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Target:**
On average, public relations students will score above average (greater than 3.0) on the item related to writing competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
- Field Supervisor Evaluation of Student Intern Form

**Findings (2013-2014) - Target: Met**
On average, public relations students scored above average above average (4.80-Good to Excellent) on the item related to writing competency on the "Field Supervisor Evaluation of Student Intern" Form.

**SLO 10: Evaluative Competency**
Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**Relevant Associations:**

**Standard Associations:**
ACEJMC-Professional Values & Competencies
10 Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**Related Measures:**

**M 1: PR Exit Exam**
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism’s 12 learning outcomes based on ACEJMC’s (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 PR Exit Exam Items
Target:
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 7).

Findings (2013-2014) - Target: Met
Graduating public relations students (N = 5) scored on average 77% on specified exit exam items (N = 7).

M 2: PUGS Exam
All graduating journalism department students were recruited to voluntarily complete a 60-item, online exit examination. The items measured punctuation, usage, grammar, and spelling knowledge in direct relation to the Department of Journalism's student learning outcomes 9 and 10 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies Nos. 9 and 10.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 PUGS Exit Exam

Target:
Graduating online journalism students will score on average at least 60% on specified PUGS exit exam items (N = 29).

Findings (2013-2014) - Target: Met
Graduating public relations (N = 5) students scored on average 77% on specified PUGS exit exam items (N = 29).

M 4: Field Supervisor Evaluation of Student Intern
Field supervisors--representing an external employment entity--are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Eight public relations concentration students completed internships and were rated in 2012-13. Ten public relations concentration students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

Connected Document
• Field Supervisor Evaluation of Student Intern Form

Target:
On average, public relations students will score above average (greater than 3.0) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

Connected Document
• Field Supervisor Evaluation of Student Intern Form
Findings (2013-2014) - Target: Met
On average, public relations students scored above average (5.00-Excellent) on the item related to evaluative competency on the "Field Supervisor Evaluation of Student Intern" Form.

SLO 11: Quantitative Competency
Students will apply basic numerical and statistical concepts.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
11 Apply basic numerical and statistical concepts.

Related Measures:

M 1: PR Exit Exam
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

Connected Document
• 2012-13 PR Exit Exam Items

Target:
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 3).

Findings (2013-2014) - Target: Met
Graduating public relations students (N = 5) scored on average 67% on specified exit exam items (N = 3).

SLO 12: Tool Competency
Students will apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Relevant Associations:

Standard Associations:
ACEJMC-Professional Values & Competencies
12 Apply tools and technologies appropriate for the communications professions in which they work.

Related Measures:

M 1: PR Exit Exam
All graduating journalism department students with a public relations concentration were recruited with 3 voluntarily completing a 64-item, online exit examination. The
items measured general journalism knowledge (N = 54) and specific public relations knowledge (N = 10) in direct relation to the Department of Journalism's 12 learning outcomes based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Comprehensive/end-of-program subject matter exam

**Connected Document**
- 2012-13 PR Exit Exam Items

**Target:**
Graduating public relations students will score on average at least 60% on specified exit exam items (N = 8).

**Findings (2013-2014) - Target: Met**
Graduating public relations students (N = 5) scored on average 65% on specified exit exam items (N = 8).

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Curricular Attention**
*Established in Cycle: 2012-2013*

Instructors in public relations will focus attention on "tool competency" across the curriculum.

**M 3: Public Relations Capstone Project**
All graduating journalism department students with a public major or concentration completed JRN 551-a capstone course. An external professional reviewer, often an actual client, evaluated student portfolios. See attached biographical information. A rubric with 4 categories and 10 items measured students' performance on a 5-point (1) "not adequate" to (5) "excellent" scale in direct relation to the Department of Journalism's learning outcomes O5, O7, O8, O9 and O12 based on ACEJMC's (Accrediting Council on Education in Journalism and Mass Communications) Professional Values and Competencies.

Source of Evidence: Capstone course assignments measuring mastery

**Connected Document**
- 2012-13 PR External Evaluation Capstone Project

**Target:**
Graduating public relations students will score on average at least 4 (Very Good) on specified capstone rubric items' 5-point scale.

**Findings (2013-2014) - Target: Met**
Graduating public relations students scored 4.63 (Very Good) on specified capstone rubric items’ 5-point scale.

**M 4: Field Supervisor Evaluation of Student Intern**
Field supervisors—representing an external employment entity—are asked to complete the "Field Supervisor Evaluation" within one week of a student's completion of an internship. Supervisors rate intern performance on 15 separate dimensions (items) on a 1(Poor)-to-5(Excellent) scale. Items are directly related to Learning Outcomes/Objectives. (See attached documents for further specification including the rating sheet and scoring rubric). Eight public relations concentration students completed internships and were rated in 2012-13. Ten public relations concentration students completed internships and were rated in 2013-14.

Source of Evidence: Field work, internship, or teaching evaluation

**Connected Document**
- *Field Supervisor Evaluation of Student Intern Form*

**Target:**
On average, public relations students will score above average (greater than 3.0) on the 11 items related to tool competency on the "Field Supervisor Evaluation of Student Intern" Form.

**Connected Document**
- *Field Supervisor Evaluation of Student Intern Form*

**Findings (2013-2014) - Target: Met**
On average, public relations students scored above average (4.88-Good to Excellent) on the 11 items related to tool competency on the "Field Supervisor Evaluation of Student Intern" Form.

**M 5: Graduate Placement in Field**
To measure graduate placement, public relations concentration graduates for AY 2009-10 though AY 2012-13 were surveyed via telephone regarding their employment status in August 2013. The study will be repeated in August 2015. Thus, data for this measure will be collected once every biennium (two academic years).

Source of Evidence: Job placement data, esp. for career/tech areas

**Connected Document**
- *Employment Survey Data*

**Target:**
Improvement from the previous biennium is expected.

**Findings (2013-2014) - Target: Not Reported This Cycle**
Not reported this cycle.

**Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**O/O 13: Retention**
Retention of students enrolled in the public relations program is an objective associated with program effectiveness.
Related Measures:

M 6: SAP Majors & Graduates List
Lists of Majors and Graduates were obtained. Individual students were tracked overtime.

Source of Evidence: Existing data

Target:
Annual improvement of retention rates.

Findings (2013-2014) - Target: Met
42% of AY 2013-14 public relations majors (N = 24) were retained to Fall 2014.

O/O 14: Graduation
Graduation of students enrolled in the public relations program is an objective associated with program effectiveness.

Related Measures:

M 6: SAP Majors & Graduates List
Lists of Majors and Graduates were obtained. Individual students were tracked overtime.

Source of Evidence: Existing data

Target:
Annual improvement of graduation rates.

Findings (2013-2014) - Target: Met
38% of public relations majors (N = 24) enrolled in Fall 2012 graduated in AY 2013-14.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Curricular Attention
Instructors in public relations will focus attention on "domestic diversity" across the curriculum.

Established in Cycle: 2012-2013
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: PR Exit Exam | Outcome/Objective: Domestic Diversity Understanding

Responsible Person/Group: Jim Wojick Elina Erzikova Richard Ren

Curricular Attention
Instructors in photojournalism will focus attention on "research competency" across the curriculum.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: Public Relations Capstone Project | Outcome/Objective: Research Competency

**Implementation Description:** Faculty will expand the breadth and depth of focus on research competency.

**Curricular Attention**  
Instructors in public relations will focus attention on "historical understanding" across the curriculum.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: PR Exit Exam | Outcome/Objective: Historical Understanding

**Responsible Person/Group:** Jim Wojick Elina Erzikova Richard Ren

**Curricular Attention**  
Instructors in public relations will focus attention on "tool competency" across the curriculum.

**Established in Cycle:** 2012-2013  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
Measure: PR Exit Exam | Outcome/Objective: Tool Competency

**Responsible Person/Group:** Jim Wojick Elina Erzikova Richard Ren

**Analysis Questions and Analysis Answers**

**Analysis Question 1: How and with whom were the results shared?**

Dr. Johnny Sparks, Department of Journalism assessment coordinator, shared the 2013-14 assessment results with the Personnel Committee at the September 5, 2014
meeting. The faculty discussed the findings and committed to working with the 
assessment coordinator to ensure the ongoing facilitation of student learning outcomes. 
The 2013-2014 assessment findings will also be shared with students via in-class 
presentations about assessment; shared with the unit's broader constituencies via the 
website; at the Department of Journalism Advisory Board meeting (in November); and 
with the academic community through the unit's Accrediting Council for Education in 
Journalism and Mass Communication (ACEJMC) self-study report and during the site 
team visit in fall 2014. In relation to website reporting, the assessment coordinator will 
publish a summary narrative and overview statistics of the 2013-14 report on the 
departmental website including a hyperlink to the full assessment report (pdf., output 
from WEAVE) by October 7, 2014. The content will be added to the existing "public 
accountability" page with retention, graduation, and placement data at 
https://www.cmich.edu/colleges/CCFA/CCFADepartmentofJournalism/DOJAboutUs/Pa 
ages/Public-Accountability.aspx). All departmental major and minor students will receive 
an email notification of the publication of the results via the journalism listserv.

Analysis Question 2: Reflecting on this year's assessment(s), what conclusions 
and/or discoveries have you made regarding student learning when considering the 
data overall; how does that analysis change when compared with previous 
assessment evidence?
The assessment findings indicated that public relations concentration students 
achieved 100% of student learning outcome targets. In relation to the second part of 
Analysis Question No. 2, the analysis advances understandings of previous findings. 
The public relations students' capstone portfolios were evaluated on a rigorous rubric 
by a singular critical external evaluator in 2012-13. A newly trained external reviewer 
more favorably evaluated graduate's capstone projects in 2013-14. Concerns related to 
general journalism biased student learning outcomes and measures were apparently 
addressed through curriculum-focused action plans initiated in 2013-14, as indicated by 
successful achievement of goals on exit examinations measures.

Analysis Question 3: Based on the evidence of your program's assessment 
findings, what subsequent actions will your program take?
An assessment plan is place for the public relations concentration. For the immediate 
future, subsequent actions will focus on assessing the program using the existing 5-
year assessment plan to determine future action demands. Action plans that were 
activated to address unmet assessment targets in 2012-13 will remain in progress. 
Instructors have been urged to continue to focus curricular attention on areas of 
previously observed deficiencies to maintain the success achieved in 2013-14. Also, 
students and faculty will continue to engage in discussions with the department's 
assessment coordinator to advance the development of increasingly reliable and valid 
exit exam questions. The aim of the exercise will be to develop measures of 
"journalism" student learning outcomes in a professional public relations context. The 
majority of the current general journalism exit exam questions measure learning 
outcomes in traditional journalism contexts.

Analysis Question 4: Reflecting on the previous year's action plans and since the 
last submitted report, what actions have been taken?
Action plans were utilized to address unmet assessment targets. Instructors focused 
curricular attention on areas of observed deficiencies and facilitated the successful 
achievement of targets by students. Students and faculty engaged in discussions with 
the department's assessment coordinator to advance the development of increasingly
reliable and valid exit exam questions. A new external reviewer was trained to improve reliability and validity of the capstone portfolio measure and completed the capstone evaluation rubric.