

Assessment Report of the CMU Journalism Department
for the 2018-2019 Cycle for the
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Detailed Assessment Report

As of: 12/10/2019 12:40 PM EST

2018-19 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

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

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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

Graduating advertising students will score on average at least 60% on specified exit exam items (N = 16).

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 71 percent on the targeted questions (n=3).

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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Not Met

Advertising students (n=30) scored an average of 52 percent on the targeted questions (n=2).

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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

Graduating advertising students will score on average at least 60% on specified exit exam items (N = 8).

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 67 percent on the targeted questions (n=2).

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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 71 percent on the targeted questions (n=3).

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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

Graduating advertising students will score on average at least 60% on specified exit exam items (N = 24).

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 73 percent on the targeted questions (n=5).

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 (2018-19) - Target: Met

An external professional reviewer rated 6 student groups of 5 students each. On average, advertising capstone projects and presentations were rated above average 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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 73 percent on the targeted questions (n=4).

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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

Graduating advertising students will score on average at least 60% on specified exit exam items (N = 27).

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 69 percent on the targeted questions (n=2).

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 (2018-19) - Target: Partially Met

An external professional reviewer rated 6 student groups of 5 students each. On average, advertising capstone projects and presentations were rated above average 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 "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.

Connected Document

- *Field Supervisor Evaluation of Student Intern Form*

Findings (2018-19) - Target: Met

Advertising students (N=64) scored above average, between 4 and 5 on a scale of 1 to 5, 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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

Graduating advertising students will score on average at least 60% on specified exit exam items (N = 9).

Findings (2018-19) - Target: Not Met

Advertising students (n=30) scored an average of 31 percent on the targeted questions (n=2).

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

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

New Research Methods Course Required

Established in Cycle: 2014-2015

JRN 369 Advertising and Public Relations Research Methods will be required for all advertising students beginning in Fall 2015

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 (2018-19) - Target: Partially Met

An external professional reviewer rated 6 student groups of 5 students each. On average, advertising capstone projects and presentations were rated above average on 2 items related to Research 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 "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 research competency on the "Field Supervisor Evaluation of Student Intern" Form.

Connected Document

- *Field Supervisor Evaluation of Student Intern Form*

Findings (2018-19) - Target: Met

Advertising students (N=64) scored above average, between 4 and 5 on a scale of 1 to 5, on the item related to thoughtfulness 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: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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 60.6 percent on the targeted questions (n=2).

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 (2018-19) - Target: Not Met

Advertising students (n=30) scored an average of 58 percent on the targeted questions (n=3).

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 (2018-19) - Target: Met

Advertising students (N=64) scored above average, between 4 and 5 on a scale of 1 to 5, on the item related to thoughtfulness 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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 81 percent on the targeted questions (n=2).

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.

New Research Methods Course Required

Established in Cycle: 2014-2015

JRN 369 Advertising and Public Relations Research Methods will be required for all advertising students beginning in Fall 2015

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 (2018-19) - Target: Not Met

Advertising students (n=30) scored an average of 57 percent on the targeted questions (n=3).

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 (2018-19) - Target: Met

Advertising students (N=64) scored above average, between 4 and 5 on a scale of 1 to 5, on the item related to thoughtfulness 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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

Graduating advertising students will score on average at least 60% on specified exit exam items (N = 4).

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 60 percent on the targeted questions (n=1).

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.

New Research Methods Course Required

Established in Cycle: 2014-2015

JRN 369 Advertising and Public Relations Research Methods will be required for all advertising students beginning in Fall 2015

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 Documents

- *2012-13 Advertising Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Advertising students (n=30) scored an average of 86.7 percent on the targeted questions (n=1).

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 (2018-19) - Target: Met

An external professional reviewer rated 5 student groups of 5 students each. On average, advertising capstone projects and presentations were rated above average 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 "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 (2018-19) - Target: Met

Advertising students (N=64) scored above average, between 4 and 5 on a scale of 1 to 5, on the item related to thoughtfulness 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 through AY 2014-15 were surveyed via telephone regarding their employment status in 2013 and 2014. The study will be repeated in 2016. Thus, data for this measure will be collected once every two academic years. Data were collected in consecutive years in 2013 and 2014 because of the ACEJMC accreditation site team

visit.

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

Connected Document

- *Employment Survey Data*

Target:

Improvement from the previous cycle is expected.

Findings (2018-19) - Target: Partially Met

The latest available placement data, which covers the 2018-2019 academic year, is that 88 percent of department majors who graduated in December 2018 or in May 2019 were employed, in graduate school or in a situation they favored. Eight percent reported looking for full-time work or being in jobs not related to their fields of study. The remaining percentage reported in being in "other" situations.

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.

Connected Document

- *2013-14 Advertising Awards*

Findings (2018-19) - Target: Met

CMBAM AWARDS 2019 Category Awards: First place: Best Sales Pitch/Proposal (Zach Nowak) First place: Best Innovative New Idea First place: Best Training Program First place: Best Social Media Strategy First place: Best Guerrilla Marketing Strategy/Event Second place: Best Digital Sales Strategy Second place: Best Print Ad Campaign Second place: Best Sales Incentive Program Second place: Best Audience Engagement Strategy Second place: Best Multi-media Ad Campaign Third place: Best Special Section Third place: Best Sales Promotion Materials (Kelsey Church) Third place: Best Display Ad half page or larger Third place: Best Cross Platform Social Media Campaign Honorable mention: Best Video Ad or Underwriting Spot (The Bird - Ryan Wright) Honorable mention: Best Group Promotion Honorable mention: Back

To School/Orientation Issue Personnel Awards: Second place: PITCH-OFF (Gigi Padilla, Kelsey Church, Cooper Garcia, Haley Lewis) Honorable mention: Best Sales Representative, Ty Showerman Division Awards: First place: Best College Media Design Program First place: Best College Media Sales Program Third place: Best College Media PR/Marketing Program Overall Award: First place: College Media Company of the Year

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 enrolled majors in fall of the reported AY and lists of graduates for that same AY were obtained. Students were tracked individually over time. The "retention rate" equals "majors retained to the fall semester of a subsequent AY" divided by "the number of majors in the previous fall semester minus the total graduates in that AY."

Source of Evidence: Existing data

Target:

Annual improvement of retention rates.

Findings (2018-19) - Target: Met

The second-year persistence rate in our majors for 2017-2018, the most recent academic year available, is 95.9 percent. The department recognizes we must continually strive to improve those percentages. The department has consistently exceeded both the university and college in graduation rates, defined as how long it takes a student to graduate. The latest available information, for the cohort year of 2015-2016, shows 65.3 percent of department majors graduated in four years. In what we see as a rising trend, 41.5 percent of the 2015-16 cohort graduated in three years.

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 enrolled majors in fall of the reported AY and lists of graduates for that same AY were obtained. Students were tracked individually over time. The "retention rate" equals "majors retained to the fall semester of a subsequent AY" divided by "the number of majors in the previous fall semester minus the total graduates in that AY."

Source of Evidence: Existing data

Target:

Annual improvement of graduation rates.

Findings (2018-19) - Target: Met

The latest available information, for the cohort year of 2015-2016, shows 65.3 percent of department majors graduated in four years. In what we see as a rising trend, 41.5 percent of the 2015-16 cohort graduated in three years.

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

Responsible Person/Group: Johnny Sparks William Barre

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:** Research Competency | 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

New Research Methods Course Required

JRN 369 Advertising and Public Relations Research Methods will be required for all advertising students beginning in Fall 2015

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Advertising Exit Exam | **Outcome/Objective:** Research Competency

Responsible Person/Group: Johnny Sparks

New Research Methods Course Required

JRN 369 Advertising and Public Relations Research Methods will be required for all advertising students beginning in Fall 2015

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Advertising Exit Exam | **Outcome/Objective:** Evaluative Competency

Responsible Person/Group: Johnny Sparks

New Research Methods Course Required

JRN 369 Advertising and Public Relations Research Methods will be required for all advertising students beginning in Fall 2015

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

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

Responsible Person/Group: Johnny Sparks

Detailed Assessment Report

As of: 12/10/2019 12:40 PM EST

2018-19 Journalism: Journalism Major, BA, BS - name change 02/05/14 UCC

(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

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

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 72% on specified exit exam items.

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 78% on specified exit exam items.

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 61% on specified exit exam items.

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 61% on specified exit exam items.

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: Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 61% on specified exit exam items.

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 83% on specified exit exam items.

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 75% on specified exit exam items.

M 3: Journalism Capstone Project

All graduating journalism department students with a journalism major 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*
- *Online Journalism Capstone Evaluation Results Spreadsheet*

Target:

Graduating 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 (2018-19) - Target: Met

A sample of journalism students' capstone projects scored on average above 3 on specified rubric items.

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, 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.

Connected Document

- *Field Supervisor Evaluation of Student Intern Form*

Findings (2018-19) - Target: Met

Journalism students receiving field supervisor internship evaluations (n=8) scored 3.0 or above in all categories.

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Not Met

Graduating journalism students (n=14) scored on average 28% on specified exit exam items.

M 3: Journalism Capstone Project

All graduating journalism department students with a journalism major 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*
- *Online Journalism Capstone Evaluation Results Spreadsheet*

Target:

Graduating 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 (2018-19) - Target: Met

A sample of journalism students' capstone projects scored on average above 3 on specified rubric items.

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, 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 (2018-19) - Target: Met

Journalism students receiving field supervisor internship evaluations (n=8) scored 3.0 or above in all categories.

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 61% on specified exit exam items.

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 (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 67% on specified exit exam items.

M 3:Journalism Capstone Project

All graduating journalism department students with a journalism major 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*
- *Online Journalism Capstone Evaluation Results Spreadsheet*

Target:

Graduating 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 (2018-19) - Target: Met

A sample of journalism students' capstone projects scored on average above 3 on specified rubric items.

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, 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 (2018-19) - Target: Met

Journalism students receiving field supervisor internship evaluations (n=8) scored 3.0 or above in all categories.

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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 71% on specified exit exam items.

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 = 29).

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 67% on specified exit exam items.

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, 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.

Connected Document

- *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:Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Not Met

Graduating journalism students (n=14) scored on average 43% on specified exit exam items.

M 3: Journalism Capstone Project

All graduating journalism department students with a journalism major 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*
- *Online Journalism Capstone Evaluation Results Spreadsheet*

Target:

Graduating 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 (2018-19) - Target: Met

A sample of journalism students' capstone projects scored on average above 3 on specified rubric items.

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: Journalism Exit Exam

All graduating journalism department students with an journalism major or concentration were recruited with 8 completing a 54-item exit examination. The items measured general journalism knowledge (N = 54) and specific 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 Documents

- *2012-13 Online Journalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating journalism students (n=14) scored on average 72% on specified exit exam items.

M 3: Journalism Capstone Project

All graduating journalism department students with a journalism major 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*
- *Online Journalism Capstone Evaluation Results Spreadsheet*

Target:

Graduating 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 (2018-19) - Target: Not Met

A sample of journalism students' capstone projects scored on average 2.5 on specified rubric items.

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, 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 (2018-19) - Target: Met

Journalism students receiving field supervisor internship evaluations (n=8) scored 3.0 or above in all categories.

M 5:Graduate Placement in Field

To measure graduate placement, advertising concentration/major graduates for AY 2009-10 through AY 2014-15 were surveyed via telephone regarding their employment status in 2013 and 2014. The study will be repeated in 2016. Thus, data for this measure will be collected once every two academic years. Data were collected in consecutive years in 2013 and 2014 because of the ACEJMC accreditation site team visit.

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 (2018-19) - Target: Not Met

The latest available placement data, which covers the 2018-2019 academic year, is that 88 percent of department majors who graduated in December 2018 or in May 2019 were employed, in graduate school or in a situation they favored. Eight percent reported looking for full-time work or being in jobs not related to their fields of study. The remaining percentage reported in being in "other" situations.

M 6: Honors/Awards

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 (2018-19) - Target: Met

· 2018 Pulliam Journalism Fellowship Program: The Arizona Republic and Indianapolis Star, two of the largest papers in Gannett Co.'s USATODAY NETWORK, hire the nation's best college students and new graduates who specialize in reporting, news design and graphics, social media, or photojournalism for an exciting and demanding journalism fellowship program. In Summer 2018, CM Life Editor-In-Chief Jordyn Hermani and Science Reporter Zahra Ahmad were two of 20 journalists selected nation-wide to participate in the program. It's the first time the program accepted two of our students in one summer session. · While contests are only one way to measure success, it is worth noting that in 2018 and 2019, our Chippewa student journalists received many regional and nation awards for their work. What follows are highlights from those competitions: Michigan Student Broadcast Awards: FIRST PLACE, Current Events Program, "Climate Change" by Zahra Ahmad, Justin Bradford and Ian Komarzec Society of Professional Journalists, Region 4 "Mark of Excellence Awards": • WINNER, Best Affiliated Web Site, Central Michigan Life • WINNER, Breaking News Reporting, "June flood coverage" by Mitchell Kukulka and McKenzie Sanderson • WINNER, General News Reporting, "Science vs. policy: examining the clash over cannabis," Sarah Wolpoff • WINNER, Feature Photography, "Marching Chips," Josie Norris, WINNER, Online/Digital Feature Videography, "Battling fate," Josh Barnhart, students were finalists in four other categories. 59th annual Hearst Journalism Awards: 11th Place, Enterprise Reporting: Breaking her silence: Graduate student Rachel Wilson shares her story of sexual assault, seeking justice," by Emily Davis Michigan Collegiate Press Association "Better Newspaper Contest" Division I (Highlights) Best Photographer • First Place: Cody Scanlan "Excellent closeup photos that capture a mood, a moment and send a message. Cody wins the trust of his subjects and is able frame them from the perfect angle and just the right light. Good Job!" Best Column, Review

or Blog (News or Sports) • First Place: "COLUMN: Things do get better with depression, but only if you let them," by Mitchell Kukulka. Judge's Comment: "It grabbed me early and kept me there." Best Editorial • Second Place: "EDITORIAL: Central Michigan University's mental health services must take top priority in academic reorganization efforts," by Jordyn Hermani, Editorial Board. Judge's Comment: "An incredibly important topic. The editorial captures perfectly the newspaper's role in advocating for the larger population in a straight-forward way. It makes a simple, yet strong call to action. Add more counseling staff now." • Honorable Mention: "EDITORIAL: Central Michigan University must stop requiring students to pay for FOIA requests," by Jordyn Hermani, Editorial Board. Judge's Comment: "Well thought out, compelling argument. We hope the university took notice and made some changes in the spirit of transparency." Front Page Design • First Place: "March 2 shooting," by Connor Byrne. Judge's Comment: "The photo selection and layout show that this is an extremely important story, and it's very clear what the story is about. Nice way of incorporating the photos and taken over the front page. Excellent job." • Second Place: "Small town, big town," by Alyssa Templeton. Multimedia Reporting Open Class - Multimedia Reporting • First Place: "Women's March in Lansing," by Josh Barnhart. Judge's Comment: "The story is touching, emotional, serious... The entire compilation paired with the text, the photographs, the videos, use of social media and quality of execution all play into making this a true 'multimedia' masterpiece." News Story • Second Place: "Seeking answers: Police, university struggle to understand what led to student's breakdown, double homicide," by Emma Dale. Judge's Comment: "There is tremendous depth to this reporting. Obviously, a campus shooting is compelling subject matter, but this writer went far beyond the timeline of what took place and brought in perspectives from the whole campus community and beyond." • Honorable Mention: "June storm caused \$10-\$15 million in crop damage," by Mitchell Kukulka. Judge's Comment: "This is really good agricultural coverage from an unlikely source. Most college newspapers would ignore this story, but this writer dug into a story that is clearly a big local issue to many in the area." Non-Front Page Design (category sweep!) • First Place: "Power of perseverance," by Design Staff. Judge's Comment: "The submissions in this category came down to the power of photography for the layout, and this entry rose to the top. The selection of photos for this story, and the way they were laid out, made a huge impact to a story that's already very interesting. Kudos to the photographer and the editor who made the right selections in the right places. Well done." • Second Place: "Professor's Offices," by Design Staff. Judge's Comment: "Glad there was ample room to show the variety of work spaces. The photos really made this entry rise close to the top of the submission list. I felt as though I was there. Thanks for giving me room to explore the offices." • Third Place: "Showcasing the future of fashion," by Rachael Kaiser. • Honorable Mention: "March 2 shooting," by Connor Byrne. Special Advertising Section Open Class First Place: Orientation guide. Students also won 11 additional SECOND and THIRD place awards. College Media Business and Advertising Manager 2019 Contest: WINNER 2019 College Media Company of the Year (sixth-consecutive year a CMBAM national record) • FIRST PLACE: Best College Media Sales Program, Best College Media Design Program, Best Sales Pitch, Best Innovative New Idea, Best Training Program, Best Social media Strategy, Best Guerilla Marketing

Strategy: Program or Event. Students also earned six SECOND PLACE awards, six THIRD PLACE awards and four HONORABLE MENTION awards

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 enrolled majors in fall of the reported AY and lists of graduates for that same AY were obtained. Students were tracked individually over time. The "retention rate" equals "majors retained to the fall semester of a subsequent AY" divided by "the number of majors in the previous fall semester minus the total graduates in that AY."

Source of Evidence: Existing data

Target:

Annual improvement of retention rates.

Findings (2018-19) - Target: Met

The second-year persistence rate in our majors for 2017-2018, the most recent academic year available, is 95.9 percent. The department recognizes we must continually strive to improve those percentages. The department has consistently exceeded both the university and college in graduation rates, defined as how long it takes a student to graduate. The latest available information, for the cohort year of 2015-2016, shows 65.3 percent of department majors graduated in four years. In what we see as a rising trend, 41.5 percent of the 2015-16 cohort graduated in three years.

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 enrolled majors in fall of the reported AY and lists of graduates for that same AY were obtained. Students were tracked individually over time. The "retention rate" equals "majors retained to the fall semester of a subsequent AY" divided by "the number of majors in the previous fall semester minus the total graduates in that AY."

Source of Evidence: Existing data

Target:

Annual improvement of graduation rates.

Findings (2018-19) - Target: Met

The latest available information, for the cohort year of 2015-2016, shows 65.3 percent of department majors graduated in four years. In what we see as a rising trend, 41.5 percent of the 2015-16 cohort graduated in three years.

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

Detailed Assessment Report

As of: 12/10/2019 12:40 PM EST

2018-19 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

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

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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Not Met

Graduating photojournalism students (N = 14) scored 46% on specified exit exam items.

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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Partially Met

Graduating photojournalism students (N = 14) scored 53% on specified exit exam items.

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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating photojournalism students (N = 14) scored 62% on specified exit exam items.

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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating photojournalism students (N = 14) scored 61% on specified exit exam items.

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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Partially Met

Graduating photojournalism students (N = 14) scored 57% on specified exit exam items.

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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating photojournalism students (N = 14) scored 72% on specified exit exam items.

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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Not Met

Graduating photojournalism students (N = 14) scored 36% on specified exit exam items.

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 (2018-19) - Target: Met

On average, photojournalism students (N=9) scored above average (5-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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating photojournalism students (N = 14) scored 23% on specified exit exam items.

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.

Connected Document

- *Field Supervisor Evaluation of Student Intern Form*

Findings (2018-19) - Target: Met

On average, photojournalism students (N=9) scored above average (5-Excellent) on the item related to thoughtfulness 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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Not Met

Graduating photojournalism students (N = 14) scored 49% on specified exit exam items.

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 (2018-19) - Target: Met

Graduating photojournalism students (N = 14) scored 66% on specified exit exam items.

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 (2018-19) - Target: Met

On average, photojournalism students (N=9) scored above average (5-Excellent) on the item related to thoughtfulness 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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating photojournalism students (N = 14) scored 66% on specified exit exam items.

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).

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 (2018-19) - Target: Met

On average, photojournalism students (N=9) scored above average (5-Excellent) on the item related to thoughtfulness 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 Documents

- *2012-13 Photojournalism Exit Exam*
- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Not Met

Graduating photojournalism students (N = 14) scored 21% on specified exit exam items.

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 Documents

- *2012-13 Photojournalism Exit Exam*

- *All Academic Years Exit Exam Summary Results by Outcome for all students*

Target:

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

Findings (2018-19) - Target: Met

Graduating photojournalism students (N = 14) scored 26% on specified exit exam items.

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 (2018-19) - Target: Not Met

Graduating photojournalism students' portfolios (N = 5) were rated as "emerging" (M = 2.32) on the Capstone Project Rubric by the external reviewer.

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 (2018-19) - Target: Met

On average, photojournalism students (N=9) scored above average (5-Excellent) on the item related to thoughtfulness 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 through AY 2014-15 were surveyed via telephone regarding their employment status in 2013 and 2014. The study will be repeated in 2016. Thus, data for this measure will be collected once every two academic years. Data were collected in consecutive years in 2013 and 2014 because of the ACEJMC accreditation site team visit.

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 (2018-19) - Target: Partially Met

The latest available placement data, which covers the 2018-2019 academic year, is that 88 percent of department majors who graduated in December 2018 or in May 2019 were employed, in graduate school or in a situation they favored. Eight percent reported looking for full-time work or being in jobs not related to their fields of study. The remaining percentage reported in being in "other" situations.

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 (2018-19) - Target: Met

• 2018 Pulliam Journalism Fellowship Program: The Arizona Republic and Indianapolis Star, two of the largest papers in Gannett Co.'s USATODAY NETWORK, hire the nation's best college students and new graduates who specialize in reporting, news design and graphics, social media, or photojournalism for an exciting and demanding journalism fellowship program. In Summer 2018, CM Life Editor-In-Chief Jordyn Hermani and Science Reporter Zahra Ahmad were two of 20 journalists selected nation-wide to participate in the program. It's the first time the program accepted two of our students in one summer session. • While contests are only one way to measure success, it is worth noting that in 2018 and 2019, our Chippewa student journalists received many regional and nation awards for their work. What follows are highlights from those competitions: Michigan Student Broadcast Awards: FIRST PLACE, Current Events Program, "Climate Change" by Zahra Ahmad, Justin Bradford and Ian Komarzec Society of Professional Journalists, Region 4 "Mark of Excellence Awards": • WINNER, Best Affiliated

Web Site, Central Michigan Life • WINNER, Breaking News Reporting, "June flood coverage" by Mitchell Kukulka and McKenzie Sanderson • WINNER, General News Reporting, "Science vs. policy: examining the clash over cannabis," Sarah Wolpoff • WINNER, Feature Photography, "Marching Chips," Josie Norris, WINNER, Online/Digital Feature Videography, "Battling fate," Josh Barnhart, students were finalists in four other categories. 59th annual Hearst Journalism Awards: 11th Place, Enterprise Reporting: Breaking her silence: Graduate student Rachel Wilson shares her story of sexual assault, seeking justice," by Emily Davis Michigan Collegiate Press Association "Better Newspaper Contest" Division I (Highlights) Best Photographer • First Place: Cody Scanlan "Excellent closeup photos that capture a mood, a moment and send a message. Cody wins the trust of his subjects and is able frame them from the perfect angle and just the right light. Good Job!" Best Column, Review or Blog (News or Sports) • First Place: "COLUMN: Things do get better with depression, but only if you let them," by Mitchell Kukulka. Judge's Comment: "It grabbed me early and kept me there." Best Editorial • Second Place: "EDITORIAL: Central Michigan University's mental health services must take top priority in academic reorganization efforts," by Jordyn Hermani, Editorial Board. Judge's Comment: "An incredibly important topic. The editorial captures perfectly the newspaper's role in advocating for the larger population in a straight-forward way. It makes a simple, yet strong call to action. Add more counseling staff now." • Honorable Mention: "EDITORIAL: Central Michigan University must stop requiring students to pay for FOIA requests," by Jordyn Hermani, Editorial Board. Judge's Comment: "Well thought out, compelling argument. We hope the university took notice and made some changes in the spirit of transparency." Front Page Design • First Place: "March 2 shooting," by Connor Byrne. Judge's Comment: "The photo selection and layout show that this is an extremely important story, and it's very clear what the story is about. Nice way of incorporating the photos and taken over the front page. Excellent job." • Second Place: "Small town, big town," by Alyssa Templeton. Multimedia Reporting Open Class - Multimedia Reporting • First Place: "Women's March in Lansing," by Josh Barnhart. Judge's Comment: "The story is touching, emotional, serious... The entire compilation paired with the text, the photographs, the videos, use of social media and quality of execution all play into making this a true 'multimedia' masterpiece." News Story • Second Place: "Seeking answers: Police, university struggle to understand what led to student's breakdown, double homicide," by Emma Dale. Judge's Comment: "There is tremendous depth to this reporting. Obviously, a campus shooting is compelling subject matter, but this writer went far beyond the timeline of what took place and brought in perspectives from the whole campus community and beyond." • Honorable Mention: "June storm caused \$10-\$15 million in crop damage," by Mitchell Kukulka. Judge's Comment: "This is really good agricultural coverage from an unlikely source. Most college newspapers would ignore this story, but this writer dug into a story that is clearly a big local issue to many in the area." Non-Front Page Design (category sweep!) • First Place: "Power of perseverance," by Design Staff. Judge's Comment: "The submissions in this category came down to the power of photography for the layout, and this entry rose to the top. The selection of photos for this story, and the way they were laid out, made a huge impact to a story that's already very interesting. Kudos to the photographer and the editor who made the right selections in the right places. Well done." • Second Place: "Professor's

Offices," by Design Staff. Judge's Comment: "Glad there was ample room to show the variety of work spaces. The photos really made this entry rise close to the top of the submission list. I felt as though I was there. Thanks for giving me room to explore the offices." • Third Place: "Showcasing the future of fashion," by Rachael Kaiser. • Honorable Mention: "March 2 shooting," by Connor Byrne. Special Advertising Section Open Class First Place: Orientation guide. Students also won 11 additional SECOND and THIRD place awards. College Media Business and Advertising Manager 2019 Contest: WINNER 2019 College Media Company of the Year (sixth-consecutive year a CMBAM national record) • FIRST PLACE: Best College Media Sales Program, Best College Media Design Program, Best Sales Pitch, Best Innovative New Idea, Best Training Program, Best Social media Strategy, Best Guerilla Marketing Strategy: Program or Event. Students also earned six SECOND PLACE awards, six THIRD PLACE awards and four HONORABLE MENTION awards

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

List of enrolled majors in fall of the reported AY and lists of graduates for that same AY were obtained. Students were tracked individually over time. The "retention rate" equals "majors retained to the fall semester of a subsequent AY" divided by "the number of majors in the previous fall semester minus the total graduates in that AY."

Source of Evidence: Existing data

Target:

Annual improvement of retention rates.

Findings (2018-19) - Target: Met

The second-year persistence rate in our majors for 2017-2018, the most recent academic year available, is 95.9 percent. The department recognizes we must continually strive to improve those percentages. The department has consistently exceeded both the university and college in graduation rates, defined as how long it takes a student to graduate. The latest available information, for the cohort year of 2015-2016, shows 65.3 percent of department majors graduated in four years. In what we see as a rising trend, 41.5 percent of the 2015-16 cohort graduated in three years.

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

List of enrolled majors in fall of the reported AY and lists of graduates for that same AY were obtained. Students were tracked individually over time. The "retention rate" equals "majors retained to the fall semester of a subsequent AY" divided by "the number of majors in the previous fall semester minus the total graduates in that AY."

Source of Evidence: Existing data

Target:

Annual improvement of graduation rates.

Findings (2018-19) - Target: Met

The latest available information, for the cohort year of 2015-2016, shows 65.3 percent of department majors graduated in four years. In what we see as a rising trend, 41.5 percent of the 2015-16 cohort graduated in three years.

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

Exit Survey

The exit survey will be give 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

Detailed Assessment Report

As of: 12/10/2019 12:40 PM EST

2018-19 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

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

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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Not Met

Graduating public relations students (N = 6) scored on average 50% on specified exit exam items.

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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Not Met

Graduating public relations students (N = 6) scored on average 57% on specified exit exam items

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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Not Met

Graduating public relations students (N = 6) scored on average 50% on specified exit exam items

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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Not Met

Graduating public relations students (N = 6) scored on average 50% on specified exit exam items

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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Not Met

Graduating public relations students (N = 6) scored on average 41% on specified exit exam items

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 (2018-19) - Target: Partially Met

A sampling of graduating public relations students (N = 2) scored on average 3 or above in overall capstone evaluations.

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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Not Met

Graduating public relations students (N = 6) scored on average 31% on specified exit exam items

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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Not Met

Graduating public relations students (N = 6) scored on average 41% on specified exit exam items

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 (2018-19) - Target: Met

A sampling of graduating public relations students (N = 2) scored on average 4 or above in overall capstone evaluations

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 (2018-19) - Target: Met

On average, PR/C students (N=8) scored above average (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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Not Met

Graduating public relations students (N = 6) scored on average 8% on specified exit exam items

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

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

New Required Research Methods Course

Established in Cycle: 2014-2015

JRN 369 Advertising and Public Relations Research Methods will be required of all PR concentration students effective Fall 2015...

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 (2018-19) - Target: Partially Met

A sampling of graduating public relations students (N = 2) scored on average 3.5 or above in overall capstone evaluations

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 (2018-19) - Target: Met

On average, PR/C students (N=8) scored above average (Good to Excellent) on the item related to thoughtfulness 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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Met

Graduating public relations students (N = 6) scored on average 71% on specified exit exam items

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 (2018-19) - Target: Met

Graduating public relations students (N = 6) scored on average 79% on specified exit exam items

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 (2018-19) - Target: Partially Met

A sampling of graduating public relations students (N = 2) scored on average 3.5 or above in overall capstone evaluations

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 (2018-19) - Target: Met

On average, PR/C students (N=8) scored above average (Good to Excellent) on the item related to thoughtfulness 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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Met

Graduating public relations students (N = 6) scored on average 68% on specified exit exam items

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

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

New Required Research Methods Course

Established in Cycle: 2014-2015

JRN 369 Advertising and Public Relations Research Methods will be required of all PR concentration students effective Fall 20...

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 (2018-19) - Target: Met

Graduating public relations students (N = 6) scored on average 79% on specified exit exam items

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 (2018-19) - Target: Met

On average, PR/C students (N=8) scored above average (Good to Excellent) on the item related to thoughtfulness 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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Met

Graduating public relations students (N = 6) scored on average 83.3% on specified exit exam items

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 Documents

- *All Academic Years Exit Exam Summary Results by Outcome for all students*
- *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 (2018-19) - Target: Met

Graduating public relations students (N = 6) scored on average 79% on specified exit exam items

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 (2018-19) - Target: Partially Met

A sampling of graduating public relations students (N = 2) scored on average 3.5 or above in overall capstone evaluations

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 (2018-19) - Target: Met

On average, PR/C students (N=8) scored above average (Good to Excellent) on the item related to thoughtfulness 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 through AY 2014-15 were surveyed via telephone regarding their employment status in 2013 and 2014. The study will be repeated in 2016. Thus, data for this measure will be collected once every two academic years. Data were collected in consecutive years in 2013 and 2014 because of the ACEJMC accreditation site team visit.

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 (2018-19) - Target: Partially Met

The latest available placement data, which covers the 2018-2019 academic year, is that 88 percent of department majors who graduated in December 2018 or in May 2019 were employed, in graduate school or in a situation they favored. Eight percent reported looking for full-time work or being in jobs not related to their fields of study. The remaining percentage reported in being in "other" situations.

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

List of enrolled majors in fall of the reported AY and lists of graduates for that same AY were obtained. Students were tracked individually over time. The "retention rate" equals "majors retained to the fall semester of a subsequent AY" divided by "the number of majors in the previous fall semester minus the total graduates in that AY."

Source of Evidence: Existing data

Target:

Annual improvement of retention rates.

Findings (2018-19) - Target: Met

The second-year persistence rate in our majors for 2017-2018, the most recent academic year available, is 95.9 percent. The department recognizes we must continually strive to improve those percentages. The department has consistently exceeded both the university and college in graduation rates, defined as how long it takes a student to graduate. The latest available information, for the cohort year of 2015-2016, shows 65.3 percent of department majors graduated in four years. In what we see as a rising trend, 41.5 percent of the 2015-16 cohort graduated in three years.

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

List of enrolled majors in fall of the reported AY and lists of graduates for that same AY were obtained. Students were tracked individually over time. The "retention rate" equals "majors retained to the fall semester of a subsequent AY" divided by "the number of majors in the previous fall semester minus the total graduates in that AY."

Source of Evidence: Existing data

Target:

Annual improvement of graduation rates.

Findings (2018-19) - Target: Met

The latest available information, for the cohort year of 2015-2016, shows 65.3 percent of department majors graduated in four years. In what we see as a rising trend, 41.5 percent of the 2015-16 cohort graduated in three years.

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

New Required Research Methods Course

JRN 369 Advertising and Public Relations Research Methods will be required of all PR concentration students effective Fall 2015

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: PR Exit Exam | **Outcome/Objective:** Evaluative Competency

Responsible Person/Group: Johnny Sparks

New Required Research Methods Course

JRN 369 Advertising and Public Relations Research Methods will be required of all PR concentration students effective Fall 2015

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: PR Exit Exam | **Outcome/Objective:** Research Competency

Responsible Person/Group: Johnny Sparks