

## Plan for Assessment of Student Learning

**Goal:** Instill the ACEJMC "Professional Values and Competencies" in our students

### Objectives

**Direct measurements** (Indicators measured by qualified evaluators: professors and professionals)

*Tactic 1: Capstone courses (direct measurement of professional skills applied in real-world situations)*

StratCom

1. Student grades on comprehensive project: Professor sends to Assessment Committee with a description of assignment and a "Bottom Line" comment
2. Client feedback forms (revised to correspond to elements of the ACEJMC PV&C): Summary sent to Assessment Committee
3. Annual campaigns professors summit to discuss strengths and weaknesses and consider revisions to StratCom track: Summary sent to Assessment Committee

News/Info (Advanced media classes)

1. Student grades on comprehensive project: Professor sends to Assessment Committee with a description of assignment and a "Bottom Line" comment
2. Annual advanced media professors summit to discuss strengths and weaknesses and consider revisions to News & Info track: Summary sent to Assessment Committee

*Tactic 2: Rubric/evaluation tools for individual assignments From CTE/Provost's Pilot Project on Student Learning)*

1. Message Development (one representative assignment): Summary sent to Assessment Committee
2. Multimedia Reporting (one representative assignment): Summary sent to Assessment Committee

*Tactic 3: Pre/post surveys: law, ethics and grammar*

1. Administered first in Jour 101 or similar early opportunity to establish benchmark: Summary sent to Assessment Committee
2. Administered later in upper level courses to measure learning: Summary sent to Assessment Committee

*Tactic 4: Student national and regional competitions*

1. Hearst: Summary sent to Assessment Committee

2. Dow Jones: Summary sent to Assessment Committee
3. PRSA/IABC: Summary sent to Assessment Committee
4. CNBAM: Summary sent to Assessment Committee
5. Others: Summary sent to Assessment Committee

*Tactic 5: Client feedback on service learning projects*

1. Feedback from service-learning/real-world clients. Design form to correspond to the ACEJMC PV&C: Summary sent to Assessment Committee

*Tactic 6: Student internship feedback*

1. Employer feedback forms. Revise form to correspond to the ACEJMC PV&C: Overall summary sent to Assessment Committee

*Tactic 7: Surveys of alumni in the professions*

1. Questions to address strengths and weakness of their journalism and mass communications education as it relates to their job duties and aspirations: Summary sent to Assessment Committee

**Indirect Measurements** (Indicators measured by evaluators other than faculty and professionals)

*Tactic 1: Student surveys (course evaluation and self-assessment)*

1. Standard university form: Compare with university mean
2. Incorporate the ACEJMC PV&C into a modified addendum form: "This class advanced me toward the fulfillment of this goal..."
3. Dean's office sends School summaries—not individual professor summaries—to Assessment Committee

*Tactic 2: Exit interviews/focus groups with graduating seniors*

1. Conducted by Jour 802 Grad Research Methods course: Summary sent to Assessment Committee

*Tactic 3: Exit interview with graduating seniors conducted by the university*

1. Done only occasionally
2. Data sent to Assessment Committee

**Evaluation of Results**

*Revision of individual self-evaluations/annual reports to dean*

Include a new category in individual self-evaluations/annual reports submitted to the dean:

1. How I Assess Student Learning
2. What I'm Learning from Assessment
3. How I'm Incorporating What I'm Learning
4. Copies, minus professor's names, sent to Assessment Committee

*Creation of Assessment of Student Learning Committee*

Establish as subcommittee of Curriculum Committee with membership appointed by the Curriculum Committee

1. All faculty members welcome at all meetings
2. Charge to committee is to compile assessment reports, analyze assessment reports, prepare recommendations, and report to faculty
3. Committee reports annually
  - at faculty retreat
  - to a News & Information Track meeting
  - to a StratCom Track meeting
4. Committee also reports as faculty meetings as needed