



**COLLEGE OF JOURNALISM
AND MASS COMMUNICATIONS**

**2017-18 ASSESSMENT PLAN
& RESULTS**

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Executive Summary

As part of a cohort-based assessment approach, the college uses two direct and three indirect measures of assessment during one accreditation cycle. In addition, the college produces biennial assessment reports as required by the institution. The assessment reports include ACE assessments as well as ACEJMC assessment results.

The 2017-18 academic year was year three of cohort 1. The scheduled assessments included ACE 1, 2 and 3 reporting at the university level as well as ACE recertification requests. The college's ACE 1 certified courses included ADPR 221 Strategic Writing, JGEN 120 Basic Business Communication, JGEN 200 Technical Communication I, JGEN 300 Technical Communication II, and JOUR 202 Reporting I. The only ACE 2 course that was assessed was JGEN 300 Technical Communication II (ADPR 480 Japanese Visual Culture was not offered during the assessment cycle).

As part of the ACEJMC assessment requirements, the college conducted revised internship evaluations, continued to administer the Senior Exit Survey and also started to assess the new visual communication program.

Goals of the Unit

The College of Journalism and Mass Communications' (CoJMC) student learning goals are consistent with the 12 professional values and competencies as suggested by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). In addition, UNL's "Achievement-Centered Education" (ACE) general education program requires students to complete a set of 10 student learning outcomes as part of their liberal arts education. The college offers some courses that are ACE-certified, meaning they adhere to university-wide standards and regular assessment procedures. UNL requires each college to submit biennial program-level assessment reports. A long-term timeline is included at the end of this document.

Student Learning Outcomes

Professional Values and Competencies

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

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;
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
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;
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
5. Understand concepts and apply theories in the use and presentation of images and information;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Think critically, creatively and independently;
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
11. Apply basic numerical and statistical concepts;
12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Achievement-Centered Education Student Learning Outcomes

In addition, the University of Nebraska-Lincoln requires all students, regardless of major, to complete 30 hours of general education courses in its "Achievement-Centered Education" (ACE) program. The

program consists of 10 student learning outcomes (three credit hours each) that were developed to help students of every major develop skills, build knowledge, exercise social responsibility, and integrate and apply those capabilities:

Develop intellectual and practical skills, including proficiency in written, oral, and visual communication; inquiry techniques; critical and creative thinking; quantitative applications; information assessment; teamwork; and problem-solving.

ACE 1: Write texts, in various forms, with an identified purpose, that respond to specific audience needs, incorporate research or existing knowledge, and use applicable documentation and appropriate conventions of format and structure.

ACE 2: Demonstrate communication competence in one or more of the following ways: by making oral presentations with supporting materials, by leading and participating in problem-solving teams, by employing a repertoire of communication skills for developing and maintaining professional and personal relationships, or by creating and interpreting visual information.

ACE 3: Use mathematical, computational, statistical, or formal reasoning (including reasoning based on principles of logic) to solve problems, draw inferences, and determine reasonableness.

Build knowledge of diverse peoples and cultures and of the natural and physical world through the study of mathematics, sciences and technologies, histories, humanities, arts, social sciences, and human diversity.

ACE 4: Use scientific methods and knowledge of the natural and physical world to address problems through inquiry, interpretation, analysis, and the making of inferences from data, to determine whether conclusions or solutions are reasonable.

ACE 5: Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and issues.

ACE 6: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to understand and evaluate human behavior.

ACE 7: Use knowledge, theories, or methods appropriate to the arts to understand their context and significance.

Exercise individual and social responsibilities through the study of ethical principles and reasoning, application of civic knowledge, interaction with diverse cultures, and engagement with global issues.

ACE 8: Explain ethical principles, civics, and stewardship, and their importance in society.

ACE 9: Exhibit global awareness or knowledge of human diversity through analysis of an issue.

Integrate these abilities and capabilities, adapting them to new settings, questions, and responsibilities.

ACE 10: Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection.

Some of the ACE outcomes are similar to the professional values and competencies required by ACEJMC for the purpose of assessment.

Curriculum Map

		1	2	3	4	5	6	7	8	9	10	11	12	ACE
		FREEDOM	HISTORY	DIV/D	DIV/G	THEORIES	ETHICS	THINK	RESEARCH	WRITE	EVALUATE	MATH	TECH	
ALL STUDENTS	JOMC 101	●	●											
	JOMC 130s		●			●	●	●					●	
	JOMC 486	●						●		●				
	JOMC 487			●	●		●	●	●					8
JOUR MAJORS	JOUR 201			●			●			●	●			
	JOUR 202						●			●		●		1
	JOUR 302						●	●	●	●	●	●	●	
	JOUR 304					●	●	●	●	●	●	●	●	
	JOUR 446			●			●	●		●			●	10
	JOUR 450			●			●	●	●	●	●		●	10
	JOUR 497						●	●		●			●	10
BRDC PRODUCTION	BRDC 227									●		●	●	
	BRDC 228					●			●			●	●	
	BRDC 359												●	
	BRDC 360								●	●		●		
	BRDC 462												●	10
BRDC NEWS	BRDC 369					●					●		●	
	BRDC 370						●		●	●			●	
	BRDC 472	●	●	●	●	●	●	●	●	●	●	●	●	10
ADPR MAJORS	ADPR 151		●	●	●	●	●							
	ADPR 221			●		●				●	●			1

		1	2	3	4	5	6	7	8	9	10	11	12	ACE
		FREEDOM	HISTORY	DIV/D	DIV/G	THEORIES	ETHICS	THINK	RESEARCH	WRITE	EVALUATE	MATH	TECH	
	ADPR 283								●	●		●		
	ADPR 429							●	●		●			10
	ADPR 439							●	●		●			10
	ADPR 489							●	●		●			10

ACEJMC Site Visit Report

In the most recent ACEJMC Site Visit Report (Spring 2017), the college’s assessment efforts were found in compliance. In particular, the report stated that “the college takes assessment seriously and has systematically undertaken assessment of student learning over the past years. [...] The college involves faculty members, professionals and alumni in its annual assessment process. It does a systematic job of gathering information, synthesizing it, analyzing it and applying it. It also continues to assess and improve its evaluative measures. The college cites many instances, as a direct result of the assessment process, of “closing the feedback loop to improve curriculum and instruction.” To name a few: the newly designed six-module core course in visual communication; strengthened research content in Introduction to Strategy Development; and the added attention to data.”

Of the two direct direct measures, the site team found the pre-post Berens test to be the most successful measure in gauging the learning of students from freshman to senior level. The team also pointed out that the second direct measure, evaluation of capstone projects, proved to be a good measure for advertising and public relations students. The ADPR capstone products showed strong evidence of the 12 competencies but did not explicitly demonstrate ethics, critical evaluation of work or diversity. The site team remarked that “broadcasting and journalism students were less successful in their evaluations, showing strong evidence of only six of the 12 competencies.

The site team commented positively on the three indirect measures of assessment and noted that the results of all direct and indirect measures were used to improve the curriculum. According to the site visit report, the majority of the questions appeared to be effective measures. However, one area of improvement that needs to be made concerns the diversity value/competency. The team mentioned that the “wording on a few of the questions, especially those concerning diversity, need to better convey the learning objective.

Measures

This cohort-based assessment plan includes two direct measures (a pre- and post-test of the 12 ACEJMC student learning outcomes, known as the Berens Test; and an examination of student capstone products) and three indirect measures (internship evaluation, senior exit survey and alumni survey) that are distributed across the five-year assessment cycle.

In addition, the college produces biennial assessment reports as required by the institution. The assessment reports include ACE assessments as well as ACEJMC assessment results.

Timeline

AY	C	ACE/UNL Data Collection	ACEJMC Data Collection	Reports
JMC COHORT 1				
17-18	1	ACE 1: 120, 200, 202, 221, 300 ACE 2: 300, 480 ACE 3: none	<ul style="list-style-type: none"> Revised internship evaluations; with and w/o credit (collect data every semester) Continue to administer Senior Exit Survey VisComm student reflections 	Recertification requests due November 1, 2017 ACE assessment reports due November 1, 2017.
18-19	1	4: none 5: 189H	<ul style="list-style-type: none"> Administer Berens SR test in JOMC 98 Capstone Senior exit surveys – longitudinal data comparing C1 to C0. 	Biennial Report due December 2018: <ul style="list-style-type: none"> 2016-17 Alumni Survey 2017-18 ACE 1 ACE 2 ACE 3 Internship evals
JMC COHORT 2				
19-20	2	<ul style="list-style-type: none"> 7: none ACE 8: 222, 487 ACE 9: 222, 438, 480 	<ul style="list-style-type: none"> Administer Berens pre-test test in JOMC 100 Continue to administer Senior Exit Survey 	None
20-21	2	10: 489, 472, 462, 450, 446, 497, 429, 439	<ul style="list-style-type: none"> Administer alumni survey Continue to administer Senior Exit Survey 	Due December 2020: <ul style="list-style-type: none"> 2018-19 ACE 5 Berens Pre- and Post-test, Cohort 1 Capstone Senior Exit Surveys, Cohort 1 2019-20 ACE 8 ACE 9 Berens Pre-Test, C2
21-22	2	Program Review	<ul style="list-style-type: none"> Internship evaluations; with and w/o credit (collect data every semester) Continue to administer Senior Exit Survey 	None
22-23	2	ACE 1: 120, 200, 202, 220, 220(H), 221, 287H, 288H, 300	<ul style="list-style-type: none"> Administer Berens SR test in JOMC 98 Capstone 	Due December 2022: <ul style="list-style-type: none"> 2020-21

		ACE 2: 187H, 188H, 300, 480 ACE 3: none	• Senior exit surveys – longitudinal data comparing C2 to C1.	ACE 10 Alumni Survey • 2021-22 Internship evaluations
23-24	3			

2017-18 Results

Direct Assessment: ACE 1, 2, 3 Reporting

This year the university assessed ACE learning outcomes #1, 2, and 3 at the program-level. CoJMC offered and assessed the following ACE courses (the college did not offer any ACE #3 courses):

ACE 1:

- ADPR 221 Strategic Writing
- JGEN 120 Basic Business Communication
- JGEN 200 Technical Communication I
- JGEN 300 Technical Communication II
- JOUR 202 Reporting I

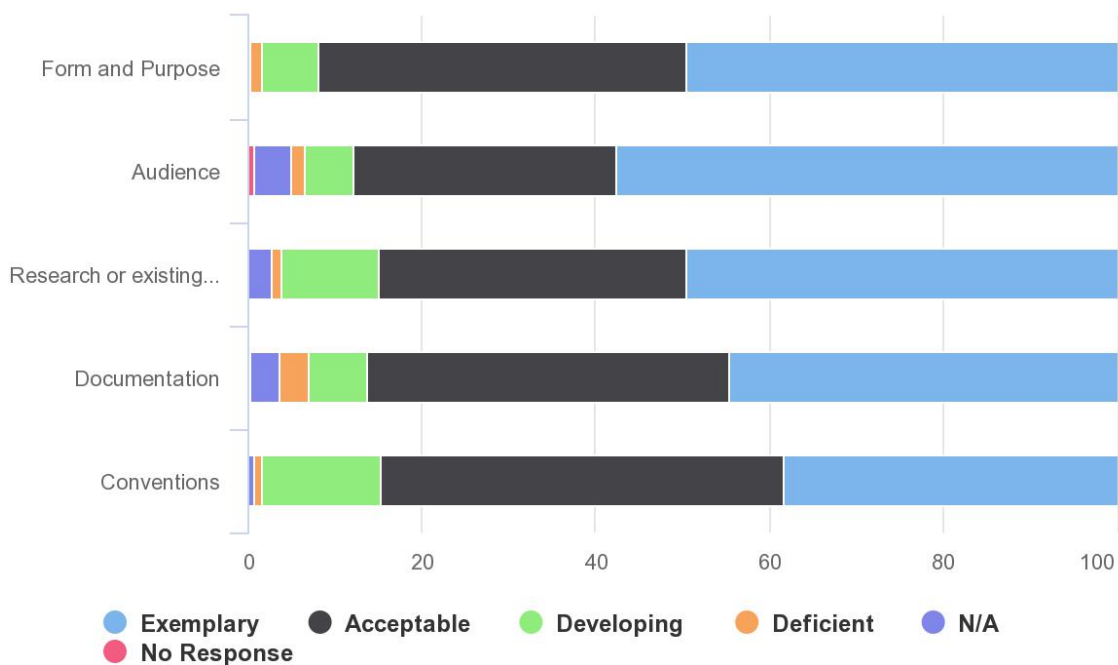
ACE 2:

- ADPR 480 Japanese Visual Culture (not offered)
- JGEN 300 Technical Communication II

Student achievement of each outcome were assessed at the course level and then aggregated in Tk20. Instructors also submitted student samples via BOX. Summaries of the assessment results at the course and program-level as well as university-wide rubrics used for ACE 1 and 2 assessment purposes are available in Appendix A.

The following chart shows ACE 1 results across the entire college, including ADPR, JOUR and JGEN courses taught in the 2017-18 academic year:

ACE 1 Rubric

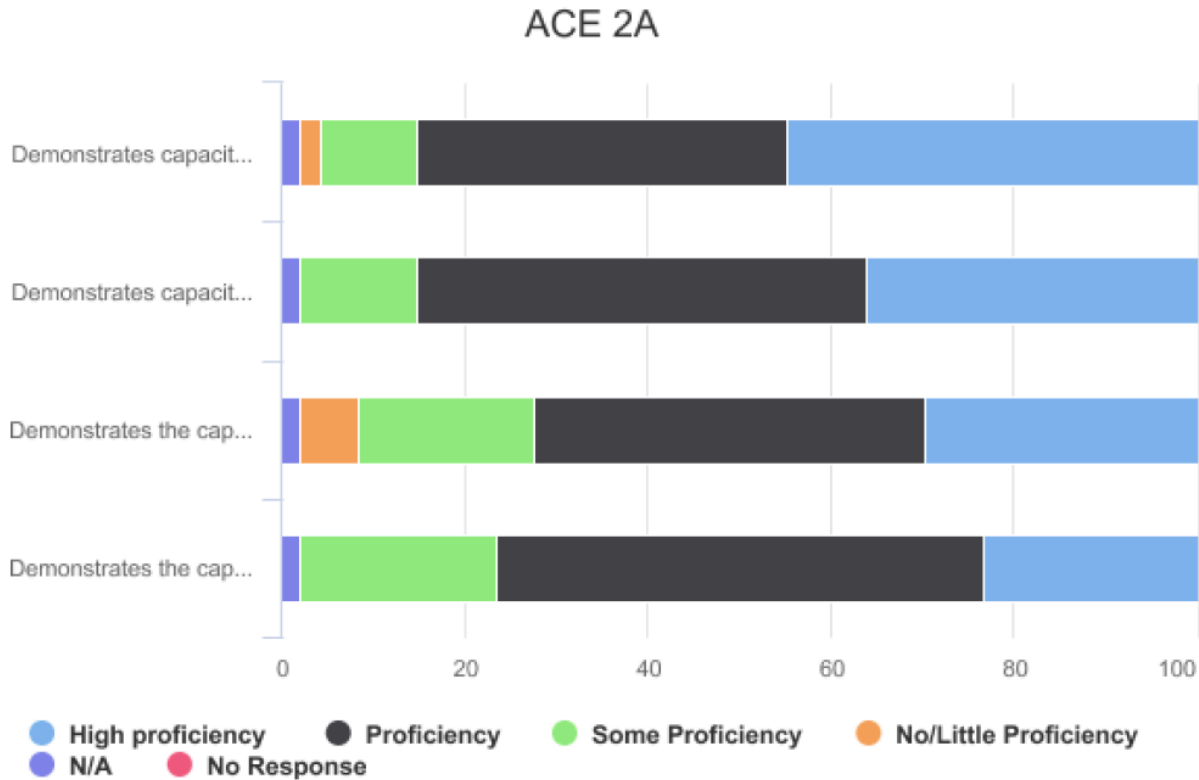


The results show that the vast majority of students demonstrated “exemplary” and “acceptable” achievements of the ACE 1 student learning outcome, particularly in the areas of “form and purpose” as well as “audience.” Areas that may need to be emphasized more include “research or existing knowledge,” “documentation,” and “conventions.” (See Appendix A for descriptions of the criteria used to assess the outcomes).

At the course and program level, the following observations stand out:

- In JOUR 202, none of the student work was deficient in any of the five criteria; the area that needs most improvement is “research and existing knowledge”
- In ADPR 221, none of the student work was deficient in any of the five criteria; the area that needs most improvement is “documentation”
- Across the three JGEN courses, the strongest areas of student work were “form and purpose,” and “audience.” However, the work showed some deficiencies in each of the five criteria, particularly in “documentation” and “conventions” and to some extent in “research and existing knowledge.”
- Summary reports are available for each of the courses in Appendix A.

The following chart shows ACE 2 results at the program level for the 2017-18 academic year. Only JGEN 300 was offered and assessed during this period. ADPR 480 was not, so there are no data available.



The outcome is divided into four criteria:

- Demonstrates capacity to develop a central message
- Demonstrates capacity to effectively organize the oral message
- Demonstrates the capacity to identify and incorporate supporting material
- Demonstrates the capacity to effectively deliver an oral message

The results show that the vast majority of students demonstrated “exemplary” and “acceptable” achievements of the ACE 2 student learning outcome, particularly when developing a central message and organizing an oral message. Areas that may need to be emphasized more include incorporating supporting material and effectively delivering an oral message. (See Appendix A for descriptions of the criteria used to assess the outcomes).

The following observations stand out:

- Across all section of JGEN 300, the highest level of achievement was in the area of creating a central message but there was also a small percentage of no or little achievement in this area, suggesting some polarization of skill level among students
- Across all section of JGEN 300, there was small percentages of no or little achievement in “identifying and incorporating supporting material”
- Summary reports are available for each of the courses in Appendix A.

ACE Reporting

In the fall of 2017 instructors of ACE courses reviewed ACE 1, 2, and 3 assessment data in their courses and reflected on (1) how well their students are achieving the outcome and (2) how they plan to close the loop if necessary. Members of the University-Wide Assessment and Curriculum committees reviewed the reports and recertification requests. A complete set of assessment reports and feedback from the UWAC and UCC are available in Appendix B.

Indirect Measure: Internship Evaluations

During the 2017-18 academic year, 145 students submitted evaluation forms after completing an internship with or without credit. The majority of the students who completed the form were ADPR majors (82.76%), followed by broadcasting (17.24%), "other" (10.34%), and journalism (3.45%). Almost two-third of the respondents were seniors, followed by 31.72% juniors and about 2% sophomore and freshmen. About 44% of the students indicated that their internship spans more than one semester. More than half of the respondents said they worked 300 or more internship hours during the semester. Only 12.71% of students indicated their internship was unpaid. Of the respondents, 90.43% sought academic credit for the internship. More than half of the respondents completed the survey during the fall semester, and the other half almost equally split between the spring and summer semesters.

Almost two thirds (64.35%) of the respondents rated their overall work experience "excellent." The area that needed the most improvement was "relationship of work to career goals" (3.48%). The following table summarizes students' assessment of their overall work experience:

	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	ABOVE AVERAGE	EXCELLENT	TOTAL
Relationship of work to career goals	0.00% 0	3.48% 4	13.04% 15	27.83% 32	55.65% 64	115
Training received	0.00% 0	2.61% 3	18.26% 21	25.22% 29	53.91% 62	115
Supervision received	0.00% 0	0.87% 1	13.04% 15	24.35% 28	61.74% 71	115
Level of responsibility assigned	0.00% 0	2.61% 3	10.43% 12	23.48% 27	63.48% 73	115
Abilities used	0.87% 1	2.61% 3	15.65% 18	25.22% 29	55.65% 64	115
Overall rating of work experience	0.00% 0	0.87% 1	8.70% 10	26.09% 30	64.35% 74	115

In terms of personal development and learning, 70.43% of the respondents said they "learned information, skills or techniques not learned in class," so internships appear to supplement student learning outside the classroom. The area that students may need more help with is mentoring and meeting people who might contribute to their professional growth.

	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	ABOVE AVERAGE	EXCELLENT	TOTAL
Gained greater self-confidence	0.00% 0	0.00% 0	12.17% 14	30.43% 35	57.39% 66	115
Gained career/professional knowledge	0.00% 0	0.00% 0	6.09% 7	26.09% 30	67.83% 78	115
Improved understanding of my strengths/weaknesses	0.87% 1	2.61% 3	3.48% 4	31.30% 36	61.74% 71	115
Met people who contributed to my professional growth	0.87% 1	2.61% 3	9.57% 11	19.13% 22	67.83% 78	115
Learned information, skills or techniques not learned in class	0.00% 0	2.61% 3	6.09% 7	20.87% 24	70.43% 81	115
Relationship of academic assignments to work	0.00% 0	0.00% 0	17.39% 20	33.04% 38	49.57% 57	115
Overall rating of professional development	0.00% 0	1.74% 2	5.22% 6	28.70% 33	64.35% 74	115

Students were asked to reflect on their achievement of the 12 professional values and competencies as part of their internship experience. More than 80% of supervisors would consider hiring our students for full-time employment. In this academic year, students thought they achieved all 12 competencies to some extent, with “understanding and applying First Amendment principles” and “understanding and applying basic numeric and statistical concepts” scoring the lowest as weighted averages.

Supervisors were asked to submit a similar survey when students completed their internship for credit (n=53). When asked about their overall work experience with our students, 78% of the respondents rated their overall performance “excellent.” More specifically, they rated individual traits as follows:

	UNSATISFACTORY	NEEDS IMPROVEMENT	SATISFACTORY	ABOVE AVERAGE	EXCELLENT	NOT APPLICABLE, CAN'T JUDGE
Quality of work (accuracy, thoroughness)	0.00% 0	4.00% 2	12.00% 6	18.00% 9	66.00% 33	0.00% 0
Quantity of work (speed, deadlines)	0.00% 0	6.00% 3	16.00% 8	24.00% 12	54.00% 27	0.00% 0
Completion of assignments	0.00% 0	4.00% 2	12.00% 6	14.00% 7	70.00% 35	0.00% 0
Takes initiative, seeks assignments	0.00% 0	6.00% 3	18.00% 9	22.00% 11	54.00% 27	0.00% 0
Responds appropriately to constructive criticism	0.00% 0	0.00% 0	6.00% 3	28.00% 14	66.00% 33	0.00% 0
Works well with others	0.00% 0	2.00% 1	4.00% 2	12.00% 6	82.00% 41	0.00% 0
Understands/adheres to rules and procedures	0.00% 0	2.00% 1	12.00% 6	10.00% 5	76.00% 38	0.00% 0
Appropriate appearance and dress	0.00% 0	0.00% 0	8.00% 4	10.00% 5	82.00% 41	0.00% 0
Attendance and punctuality	0.00% 0	4.00% 2	10.00% 5	14.00% 7	72.00% 36	0.00% 0
Accepts responsibility	0.00% 0	2.00% 1	6.00% 3	16.00% 8	76.00% 38	0.00% 0
Resourcefulness, creativity	0.00% 0	2.00% 1	14.00% 7	12.00% 6	70.00% 35	2.00% 1

Ability to learn new skills/takss	0.00% 0	0.00% 0	10.00% 5	24.00% 12	66.00% 33	0.00% 0
Student's overall performance	0.00% 0	2.00% 1	10.00% 5	10.00% 5	78.00% 39	0.00% 0

In terms of our students' achievement of the 12 professional values and competencies as part of their internship experience supervisors thought they achieved all 12 competencies to some extent, with "critically evaluating their own work and that other others," "Conducting research and evaluating information" and "solving problems creatively and resourcefully" scoring the lowest as weighted averages.

For summaries of each survey including a complete set of self-reflection on student learning outcomes, please refer to Appendix C.

Indirect Measure: Senior Exit Survey

The college will continue to collect data from graduating seniors enrolled in the JOMC 98 Senior Assessment course. In 2016-17, 294 students completed the JOMC 98 Senior Assessment course, which is typically taken by students in the semester during which they plan to graduate:

	Fall 2017	Spring 2018	Summer 2018
	N = 72	N = 187	N = 30
Advertising & Public Relations	82%	72%	77%
Broadcasting	11%	18%	13%
Journalism	18%	20%	17%
Sports Media and Communication			3%
Other	7%	7%	3%
CoJMC Double Major	7%	9%	
CoJMC Triple Major	0%	1%	

Reflection on Student Learning Outcomes:

As part of the survey, students were asked to rate their learning achievements of each of the 12 competency areas.

Competency Area	Percent Answered					
	E	AA	S	NI	US	N/A
I understand and can apply First Amendment principles to my work.						
Fall 2017	35.5	40.8	19.7	2.6	1.3	0
Spring 2018	38.1	35.5	24.4	1.5	0	0
Summer 2018	45.5	42.4	12.1	0	0	0
I can demonstrate an understanding of the history and the role of the professions in shaping communications.						
Fall 2017	29.7	4.5	23	5.4	0	.4
Spring 2018	24.3	45	25.9	4.2	.5	0
Summer 2018	40	33.3	23.3	3.3	0	0
I can demonstrate respect for colleagues of different ethnic and cultural backgrounds.						
Fall 2017	86.1	12.5	1.4	0	0	0
Spring 2018	85.6	11.2	2.7	.5	0	0
Summer 2018	86.7	10	3.3	0	0	0
I can demonstrate respect for colleagues of different genders, races, ethnicities and sexual orientations.						
Fall 2017	87.5	9.7	2.8	0	0	0
Spring 2018	85.3	11.1	2.6	1.1	0	0
Summer 2018	86.7	10	3.3	0	0	0
I can demonstrate respect for colleagues from different countries.						
Fall 2017	84.7	12.5	1.4	1.4	0	0
Spring 2018	86.2	10.6	2.1	1.1	0	0
Summer 2018	86.7	10	3.3	0	0	0
I can present data, text, and images in a professional manner.						
Fall 2017	54.8	34.2	8.2	2.7	0	0
Spring 2018	65.3	26.4	7.3	1	0	0
Summer 2018	56.7	36.7	6.7	0	0	0
I can demonstrate professional and ethical principles through my work, including truth, accuracy, fairness, and diversity.						
Fall 2017	68.5	21.9	9.6	0	0	0
Spring 2018	71.4	23.3	4.8	.5	0	0
Summer 2018	80	16.7	3.3	0	0	0
I can solve problems creatively, independently, and resourcefully.						
Fall 2017	64	32	2.7	1.3	0	0
Spring 2018	69.6	25.7	4.7	0	0	0
Summer 2018	71	22.6	6.5	0	0	0
I can conduct research and am able to evaluate information.						
Fall 2017	58.9	24.7	13.7	2.7	0	0
Spring 2018	51.3	32.3	15.3	1.1	0	0
Summer 2018	56.7	30	10	3.3	0	0

Competency Area	Percent Answered					
	E	AA	S	NI	US	N/A
I can write correctly and clearly in styles appropriate to the communications professions.						
Fall 2017	46.6	37	15.1	1.4	0	0
Spring 2018	55.4	29.5	14	1	0	0
Summer 2018	60	30	10	0	0	0
I am able to critically evaluate the quality of my own work and the work of others for fairness, clarity, appropriate style and grammatical correctness.						
Fall 2017	54.8	28.8	15.1	1.4	0	0
Spring 2018	56.6	34.2	9.2	0	0	0
Summer 2018	46.7	46.7	6.7	0	0	0
I can understand and apply basic numerical and statistical concepts.						
Fall 2017	31.1	37.8	27	4.1	0	0
Spring 2018	31.6	37.4	27.4	3.2	.5	0
Summer 2018	30	50	20	0	0	0
I can apply tools and technology appropriate to the communications profession in which I plan to work.						
Fall 2017	48.7	32.9	14.5	3.9	0	0
Spring 2018	47.7	42.5	9.3	.5	0	0
Summer 2018	41.9	45.2	9.7	3.2	0	0

In addition to the ratings of student learning outcomes listed above, students reflected on the extent to which they believe the College of Journalism and Mass Communications prepared them for their chosen profession:

	Percent Answered					
	E	AA	S	NI	US	N/A
Preparation for the profession:						
Fall 2017	29.3	41.3	22.7	6.7	0	0
Spring 2018	21.1	47.9	23.2	3.6	2.6	1.5
Summer 2018	25	34.4	34.4	6.3	0	0

Students also rated the availability of equipment in the college outside of class as follows:

	Percent Answered					
	E	AA	S	NI	US	N/A
Availability of equipment:						
Fall 2017	34.7	36.1	13.9	6.9	0	8.3
Spring 2018	48.9	27.7	18.6	2.7	0	2.1
Summer 2018	56.7	33.3	10	0	0	0

Finally, students rated the quality of advice, counsel, and guidance they received from the faculty and academic advisers as well as the overall quality of education they received in the College of Journalism and Mass Communications:

	Percent Answered					
	E	AA	S	NI	US	N/A
Quality of advice, counsel, and guidance received from <u>faculty</u> :						
Fall 2017	52.2	39	1.7	6.8	0	0
Spring 2018	38.3	43	16.1	2.6	0	0
Summer 2018	31.3	40.6	18.8	9.4	0	0
Quality of advice, counsel, and guidance received from <u>academic advisors</u> :						
Fall 2017	29.3	36.7	32	10.7	1.3	0
Spring 2018	33.5	27.2	20.9	16.2	2.1	0
Summer 2018	40	23.3	16.7	13.3	3.3	3.3
Quality of <u>education</u> in the College of Journalism and Mass Communications:						
Fall 2017	40.3	36.4	16.9	6.5	0	0
Spring 2018	31.8	44.3	17.7	5.7	.5	0
Summer 2018	38.7	35.5	19.4	6.5	0	0

The following is the percentage of CoJMC students who switched their majors at some point during their academic careers:

	Percent Answered	
	Switched major:	Did not switch major:
Fall 2017	58.9	41.1
Spring 2018	53.5	46.5
Summer 2018	73.3	26.7

The Senior Exit Survey also included multiple opportunities for students to reflect on their education via open-ended questions. Students were also asked to describe the strengths and weaknesses of the College of Journalism and Mass Communications. A qualitative analysis revealed the following themes:

Strengths	Weaknesses
<ul style="list-style-type: none"> • Caring/passionate/experienced faculty • Talented and diverse faculty • Availability of faculty • Very accepting of diversity • Community feel • Interesting/meaningful projects • Quality of equipment • Real-world experience • Variety of classes and extracurricular experiences 	<ul style="list-style-type: none"> • ADPR classes should require more critical thinking • Stuck in old ways of journalism • Need more class times/availability; classes fill up quickly • Confusing lower-level JOMC classes (130s) • Lack of communication • Liberal bias of some professors • Repetitive courses; similar classes

Strengths	Weaknesses
<ul style="list-style-type: none"> • Small classes • Close-knit faculty • Good academic advisers • Up-to-date technology • Access to alumni • Up-to-date on trends related to social media, technology and advertising • Creativity • Breadth of classes • Working in groups • Focus on skills • Networking opportunities • The building is nice • Variety of clubs and competition teams • Setting up students for success • Relevant courses 	<ul style="list-style-type: none"> • Not enough classes for different styles of writing • Having to take two sets of ACE courses • Not enough outreach for internships • Too much focus on agency work in ADPR • Too much focus on print journalism • Need more instruction of Adobe Cloud • Most professors are great but some are condescending and unhelpful • Need more constructive feedback • Lack of diverse student body • Some of the classes are too big • Not enough emphasis on research • Lack of professors for required courses • Weak connection to the DN • Not enough focus on PR • Need more regular depth-reporting classes • Need more capstone options for broadcasting students • Advising needs improvement • Building is outdated • Graphic design program

Indirect Measure: Student Reflections – Visual Communication

The faculty who developed and frequently teach in the college’s visual communication program indirectly assessed the learning that takes place in JOMC 130, 131, 132, 133 and 134. A pre- and post-survey was administered during the fall of 2017, asking students questions to reflect on their learning based on specific learning objectives.

The pre-survey was completed by 235 students at the beginning of the semester as part of the large lectures course (JOMC 130). The post-survey was completed by 49 students in multiple sections of JOMC 134, which students take at the end of the six-hour visual communication program.

Differences between the averages of the two groups were calculated. In terms of learning objectives, the biggest difference was in “using visuals to communicate a message,” “using media to tell a story.” And “participating in a critique and giving feedback to peers.” These differences indicate that students in the later course of the visual communication program evaluated their own ability to accomplish those tasks at a higher level than the students who were just starting the program. The samples were independent. Please see Appendix D for the full report.

A qualitative analysis of students’ reflection on their greatest success after taking all of the visual communication courses revealed the following themes:

