College of Journalism and Mass Communication

2022-2023 Assessment Plan & Results

EXECUTIVE SUMMARY

The College of Journalism and Mass Communications (CoJMC) at the University of Nebraska-Lincoln (UNL) has established student learning goals aligned with the professional values and competencies recommended by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). Additionally, UNL's "Achievement-Centered Education" (ACE) program mandates that all students complete a set of 10 student learning outcomes as part of their liberal arts education. The college offers ACE-certified courses adhering to university-wide standards. This report presents the assessment results for the academic year 2021-2022, aiming to measure the effectiveness of these learning goals.

For assessment, 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 2022-23 academic year there were no courses reviewed for ACE due to the continued University wide ACE Program Review.

As part of the ACEJMC assessment requirements, the college conducted internship evaluations and continued to administer the Senior Exit Survey. The Berens pre- and post-tests were administered in JOMC 100 and JOMC 098. The college also conducted a curriculum review with a panel of 16 alumni representing each of the college's four majors.

The measures administered during the 2022-2023 academic year found that students struggle with understanding principles of freedom of speech, understanding history and the role of the profession, conducting research and applying numerical and statistical concepts. These findings are consistent with the 2021-2022 assessment results.

To improve student learning during the 2022-2023 academic year, the college revamped JOMC 101 Principles of Mass Media to provide better instruction on freedom of speech and the history of the profession. The college also established a research and data analysis requirement within each of the college's majors.

GOALS OF THE UNIT

The College of Journalism and Mass Communications' (CoJMC) student learning goals are consistent with the 10 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.

ACEJMC Student Learning Outcomes

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. apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
2. demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
3. demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
4. present images and information effectively and creatively, using appropriate tools and technologies;
5. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
8. effectively and correctly apply basic numerical and statistical concepts;
9. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. apply tools and technologies appropriate for the communications professions in which they work.

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.

CURRICULUM MAP

		Direct/Indirect Measure from Assessment	1 FREEDOM	2 HISTORY	3 DIVERSITY	4 IMG/INFO	5 WRITE	6 ETHICS	7 RESEARCH	8 STATS	9 EVALUATE	10 TECH	ACE
ALL COJMC MAJORS	JOMC 100	Berens Pre-Test (Direct)											
	JOMC 101	Program Review (Indirect)	●	●	●								
	JOMC 130s	Program Review (Indirect)				●		●			●	●	
	JOMC 197/297/397					●	●				●	●	
	JOUR 200a	Program Review (Indirect)		●	●	●	●	●			●		
	JOMC 222	ACE 8/9 Review (Direct)			●			●					8, 9
	JOMC 486		●	●			●						
	JOMC 487	ACE 8 Review (Direct)			●			●	●				8
	JOMC 495	Internship Evaluation (Indirect)											
	JOMC 098	Berens Post-Test (Direct) Senior Exit Survey (Indirect)											
JOUR / BRDC NEWS	JOUR 107					●			●	●	●	●	
	JOUR 200B	ACE 1 Review (Direct)			●		●	●			●		1
	JOUR 302					●	●	●	●		●		
	JOUR 303					●	●	●	●		●	●	
	JOUR 304					●	●	●	●	●	●	●	
	JOUR 307					●			●	●		●	
	JOUR 346				●		●	●	●	●	●	●	
	JOMC 306					●		●			●	●	
	BRDC 372						●	●	●		●	●	
	BRDC 374					●	●	●	●		●	●	
	JOUR 400	ACE 10 Capstone (Direct)			●	●	●	●	●		●	●	10

Program	Course	ACE											#
BRDC MEDIA PRODUCTION	BRDC 227						●				●	●	
	BRDC 260	ACE 1 Review (Direct)					●		●	●	●	●	1
	BRDC 269					●					●	●	
	ADPR 381/ JOUR 307/ SPMC 350					●			●	●		●	
	BRDC 400	ACE 10 Capstone (Direct)			●	●	●	●	●		●	●	10
	BRDC 429	ACE 10 Capstone (Direct)			●	●			●		●	●	10
ADPR	ADPR 151			●	●			●					
	ADPR 221	ACE 1 Review (Direct)			●		●				●		1
	ADPR 283						●		●	●			
	ADPR 381					●			●	●		●	
	ADPR 429	ACE 10 Capstone (Direct)			●				●		●		10
	ADPR 439	ACE 10 Capstone (Direct)							●		●		10
	ADPR 489	ACE 10 Capstone (Direct)							●		●		10
SPMC	SPMC 150			●	●			●					
	SPMC 250	ACE 1 Review (Direct)			●		●				●		1
	SPMC 350					●			●	●		●	
	SPMC 450	ACE 10 Capstone (Direct)							●		●		10
	SPMC 464						●		●	●			

MEASURES

In academic year 2022-2023, the College of Journalism and Mass Communications administered the following measures:

Direct Measures

- Berens Test: a pre and post-test

Indirect Measures

- Senior Exit Survey
- Internship Survey (Interns and employers)
- Alumni Curriculum Review

2022-2023 RESULTS

Berens Test 2020-2023

The Berens Test (named after former associate dean Dr. Charlyne Berens) was developed with models provided by other accredited programs, revised by faculty and approved by the college's executive committee. Revisions since the last site visit have moved away for the cohort only approach due to data collection logistics, multiple changes in leadership, and the global pandemic. The data collection was continued with all JOMC 100 students, including the new spring section for transfer students and JOMC 098 graduating seniors. The test was administered to all students in the JOMC 100 First-Year Freshman Experience course, a one-credit hour required course for incoming freshmen. The post-test was administered to all students in the JOMC 098 Senior Assessment course, a zero-credit course for graduating seniors.

The purpose was to determine: (1) whether the outgoing/graduating seniors group answered a larger proportion of the questions correctly than the incoming/freshman group and (2) to establish a reasonable benchmark for graduating students' achievement in the different areas.

The test asked students to answer 49 multiple-choice questions grouped into the professional values and competencies required by the Accrediting Council for Education in Journalism and Mass Communications. The number of questions in each group of competencies ranged from four to five. Each student group's percentage of questions answered correctly was computed. The percentage of correct responses by each student group in each competency category also was computed.

An analysis was done on all available data between 2020-2023. The results found, JOMC 100 had 516 students complete the Berens pre-test with an average score of 26.5 (54.0%). JOMC 098 had 509 students complete the Berens pre-test with an average score of 31.8 (64.9%).
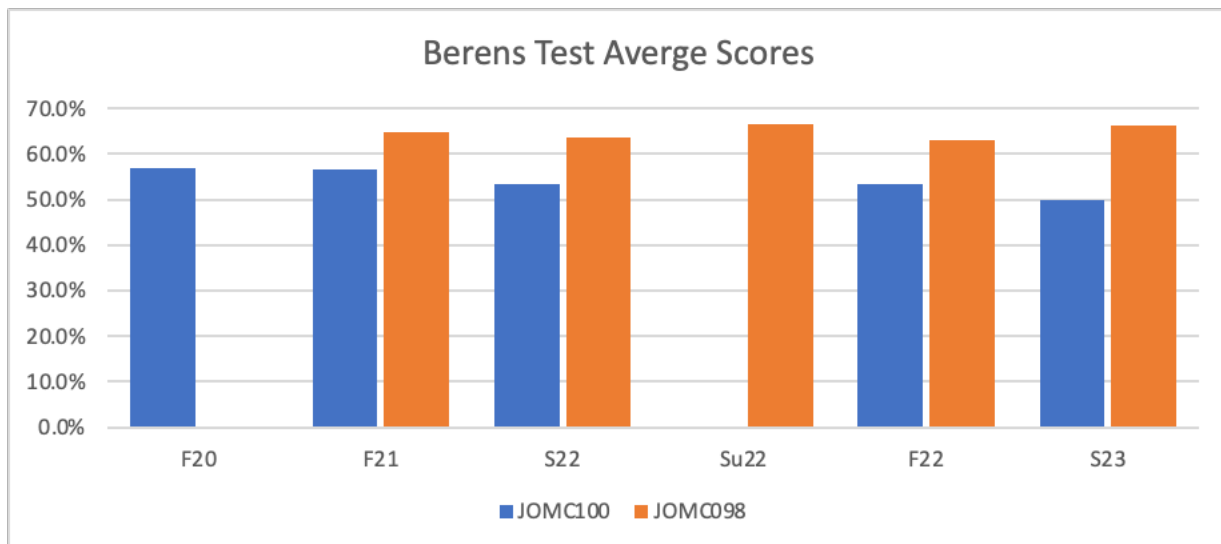
Below are the scores for each competency category from highest scores to lowest.

Competency Area	% of Questions Answered Correctly (Freshmen)	% of Questions Answered Correctly (Seniors)	% Difference
Truth, accuracy and fairness (Q=5)	45.9%	63.7%	+38.8%
Freedom of expression (Q=5)	45.0%	57.0%	+26.7%
Ethical ways of thinking (Q=4)	76.3%	86.1%	+12.8%
History and role of media in society (Q=5)	60.8%	66.6%	+9.6%
Diversity of audiences in a global age (Q=4)	56.3%	69.0%	+22.5%
Write clearly and accurately (Q=5)	47.2%	54.5%	+15.5%
Use the tools of technology (Q=5)	53.7%	65.5%	+21.9%
Apply theories in presenting images and information (Q=4)	54.5%	61.3%	+12.5%
Engage in research and critical evaluation (Q=5)	46.7%	57.6%	+23.4%
Understand data and statistics (Q=4)	44.6%	51.3%	+15.0%
Think creatively and analytically (Q=4)	68.7%	75.4%	+9.9%

The five highest scoring questions from JOMC 098:

Competency Area	% Answered Correctly (JOMC 098)
In making an ethical decision, a mass communications professional must consider:	92.7%
One of the key ways the news media are helping consumers understand the news is by breaking down complex statistical stories into graphs and charts. This is called:	90.6%
Communicators are expected to maintain high standards of professional behavior. High standards are promoted through:	87.0%
Copyright has both ethical and legal dimensions. Copyrighted material can be used without permission for limited purposes under the:	87.0%
When you ask people for their gender, race or age, you are asking for:	84.9%

The five lowest scoring questions from JOMC 098:

Question	% Answered Correctly (JOMC 098)
Select the sentence with correct grammar and punctuation:	5.3%
Uses and gratifications theory might explain:	10.0%
A public opinion survey finds 60% support for an incumbent. Given a sample size of 800, the margin of error for the survey was +/- 3% at a confidence level of 19 times out of 20. This means that if someone did the survey many times using the same questions and sampling technique, we would expect to get results showing support for the incumbent:	13.4%
You are doing research about a company and want to learn whether it has pending lawsuits. What is the best searchable database to use?	36.0%
Unless consent is obtained, which of these would be an invasion of privacy by (mis)appropriation?	38.3%

The five highest scoring questions from JOMC 100:

Competency Area	% Answered Correctly (JOMC 100)
In making an ethical decision, a mass communications professional must consider:	95.4%
One of the key ways the news media are helping consumers understand the news is by breaking down complex statistical stories into graphs and charts. This is called:	86.6%
Stereotypes are:	83.9%
Think of movies, television, newspapers, radio, music and websites. U.S. media companies make money through all of the following except:	81.6%
The five freedoms cited in the First Amendment include all but which of the following?	79.1%

The five lowest scoring questions from JOMC 100:

Question	% Answered Correctly (JOMC 100)
Select the sentence with correct grammar and punctuation:	7.0%
A public opinion survey finds 60% support for an incumbent. Given a sample size of 800, the margin of error for the survey was +/- 3% at a confidence level of 19 times out of 20. This means that if someone did the survey many times using the same questions and sampling technique, we would expect to get results showing support for the incumbent:	13.6%
Uses and gratifications theory might explain:	15.1%
You are doing research about a company and want to learn whether it has pending lawsuits. What is the best searchable database to use?	15.7%
Unless consent is obtained, which of these would be an invasion of privacy by (mis)appropriation?	18.2%

2022-2023 Senior Exit Survey

The Senior Exit Survey is administered to all graduating students in the 098 Senior Assessment Course. Students are required to register for this course in their final semester before graduation.
The Senior Exit Survey seeks to measure students' beliefs about the quality of their education and provide actionable feedback for the faculty. The Senior Exit survey is also used to assess the ACEJMC student learning outcomes. It is an indirect measure as it asks students to self-report on their competency.

During 2022-2023, 237 students completed the survey – 51 in Fall 2022, 175 in Spring 2023 and 11 in Summer 2023.

ACEJMC Student Learning Outcomes

Students were asked to rate their ability to demonstrate each of the ACEJMC Student Learning Outcomes on a scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The results of their responses were:

ACEJMC Learning Outcomes	Measure	SA	A	D	SD

1	I understand and can apply First Amendment principles to my work.	48.3%	48.3%	3.4%	0.0%
2	I can demonstrate an understanding of the history and the role of the professions in shaping communications.	42.4%	50.0%	7.1%	0.4%
3	I can demonstrate a respect for colleagues of different ethnic and cultural backgrounds.	84.4%	15.2%	0.4%	0.0%
3	I can demonstrate a respect for colleagues of different genders.	84.3%	14.8%	0.8%	0.0%
3	I can demonstrate a respect for colleagues of different races and ethnicity.	84.8%	14.8%	0.4%	0.0%
3	I can demonstrate a respect for colleagues of different sexual orientations.	81.9%	17.7%	0.4%	0.0%
3	I can demonstrate a respect for colleagues from different countries.	82.4%	17.6%	0.0%	0.0%
4	I can present data, text and images in a professional manner.	69.6%	29.5%	0.8%	0.0%
6	I can demonstrate professional and ethical principles through my work, including truth, accuracy, fairness and diversity.	76.4%	22.8%	0.4%	0.4%
7	I can solve problems creatively, independently and resourcefully.	70.0%	30.0%	0.0%	0.0%
7	I can conduct research and am able to evaluate information.	62.4%	35.0%	2.1%	0.4%
5	I can write correctly and clearly in styles appropriate to the communications professions.	65.4%	32.9%	1.7%	0.0%
9	I am able to critically evaluate the quality of my own work for fairness, clarity, appropriate style and grammatical correctness.	62.9%	35.4%	1.3%	0.4%
9	I am able to critically evaluate the quality of the work of others for fairness, clarity, appropriate style and grammatical correctness.	64.1%	34.6%	1.3%	0.0%
8	I understand and can apply basic numerical and statistical concepts.	55.3%	40.5%	3.8%	0.4%
10	I can apply tools and technology appropriate to the communications profession in which I plan to work.	66.2%	32.1%	0.4%	1.3%

General Feedback

In addition to the ACEJMC learning outcomes, students rated their satisfaction with the faculty, advisors, equipment, overall education and career preparation. They rated their satisfaction on a scale of Very Satisfied (VS), Satisfied (S), Unsatisfied (U) and Very Unsatisfied (VU). The 2022-2023 results were:

General Feedback	VS	S	U	VU
The advice, counsel, and guidance you received from the faculty in the College of Journalism and Mass Communications.	49.6%	44.9%	4.2%	1.3%
The advice, counsel, and guidance you received from the academic advisors in the College of Journalism and Mass Communications.	42.2%	39.2%	13.5%	5.1%
The education you received in the College of Journalism and Mass Communications.	42.8%	47.9%	8.1%	1.3%
The availability of the equipment in the College of Journalism and Mass Communications outside of class time.	54.0%	39.6%	6.0%	0.4%
The College of Journalism and Mass Communications has prepared you for success in your chosen profession.	43.2%	42.8%	11.9%	2.1%

The college will seek to improve the overall scores on all five of these measures, paying particular attention to advising. A concerning proportion of students (18.6%) indicated that they were unsatisfied or very unsatisfied with academic advising in the college. An annual advising survey, first administered in the spring of 2022, can provide additional insight into students' advising concerns. After the departure of Andrea Gaghagen last year and the hire of a new advising director, Alisa Smith, in July 2023, the college will seek to improve overall satisfaction with advising services.

The survey also asks students to provide open-ended responses to three important questions:
1. What were your biggest successes at the College of Journalism and Mass Communications?
2. What were your biggest challenges at the College of Journalism and Mass Communications?
3. What, if anything, do you wish you had learned that you did not?

A review of students' responses to each of these questions provides insights into what students' value and feedback we can use to improve the overall educational experience of our students. All comments have been included as they were entered into the survey. The only changes made to individual comments were the removal of individual faculty or staff member names.

Successes

A review of the responses related to student success resulted in the emergence of nine themes: Academic Achievement, Hands-On Experience and Real-World Application, Leadership and Involvement, Networking and Connections, Overcoming Challenges and Persistence, Personal Growth and Confidence, Professional Experience and Internships, Competition Wins and Skill Development and Learning.

Academic Achievement: Highlighting achievements related to grades, projects, internships and degree completion, showcasing the students' accomplishments within their academic pursuits.

Hands-On Experience and Real-World Application: Emphasizing the value of practical learning opportunities, internships, and involvement in real-world projects to apply skills and knowledge in tangible contexts.

Leadership and Involvement: Showcasing personal and professional growth through organizational involvement, leadership roles, mentorship and engagement with various opportunities.

Networking and Connections: Focusing on building relationships with professors, peers, mentors, and professionals to foster career growth, skill development and opportunities within the field.

Overcoming Challenges and Persistence: Highlighting the ability to navigate difficulties, demonstrate resilience and succeed despite challenges encountered during the academic journey.

Personal Growth and Confidence: Emphasizing the development of self-assurance, creativity, and passions, leading to increased confidence and personal growth within the field.

Professional Experience and Internships: Showcasing the importance of internships, hands-on learning, and real-world opportunities in shaping careers, skills, and personal development.

Competition and Achievement: Illustrating achievements, awards, and successes attained through competitions, accolades and recognition in journalism and mass communications.

Skill Development and Learning: Encompassing the acquisition of diverse technical and practical skills, from graphic design to strategic planning, contributing to personal and professional growth.

Challenges

In addition to their greatest success, students shared insight into their greatest challenges. Comments fell into nine categories: academic environment and atmosphere, career exploration and guidance, remote learning and COVID-19, communication and connection, course difficulty and content, course structure and relevance, experiences with professors and advisors, personal growth and confidence and technical challenges and skill development.

Academic Environment and Atmosphere: encompasses challenges related to finding a personal fit within the college, a perceived lack of support and diversity, unclear expectations, and the competitive nature of the environment.

Career Exploration and Guidance: reflects challenges in identifying suitable career paths, securing internships, aligning classroom learning with real-world demands, and seeking tailored guidance for diverse job opportunities within the realm of journalism and mass communications.

Remote learning and COVID-19: challenges stemming from the pandemic-driven shift to remote and hybrid learning, encompassing difficulties in adapting to online coursework, maintaining engagement, feeling disconnected from peers and professors and navigating limitations in hands-on learning and equipment use.

Communication and Connection: challenges in effective communication, collaborative group work, forming connections, adapting to diverse academic backgrounds, and overcoming social obstacles.

Course Difficulty and Content: encompasses challenges related to specific courses such as Mass Media Law, the capstone courses and the JOMC 130s, highlighting the need for balanced difficulty levels, tailored instruction, and engaging subject matter in the College of Journalism and Mass Communications.

Course Relevance and Structure: encompasses challenges related to course alignment with career goals, mandatory classes perceived as unrelated, double ACE requirements, and the need for specialized and updated coursework in the College of Journalism and Mass Communications.

Experiences with Professors and Advisors: encompasses challenges and interactions students faced regarding faculty and advisory support within the College of Journalism and Mass Communications.

Personal Growth and Confidence: challenges related to self-doubt, anxieties, creative expansion, adaptability and balancing workloads.

Technical Challenges and Skill Development: encompasses struggles in mastering Adobe software, writing, coding, data analytics, video production, outdoor shooting and adapting to new technology.

Time Management and Workload: captures the challenges of balancing coursework, extracurricular activities, jobs and personal responsibilities.

What they wish they learned

Students provided various feedback on what they wished they'd learned while in college that they didn't. These comments may inform future curriculum changes or college programming. The comments fell into the following categories: knowledge they wish classes had covered, skills they wish they had learned, career guidance they wish they had, hands-on opportunities they want more of, greater differentiation they want in the curriculum and opportunities they wish they'd had earlier or taken advantage of and didn't.

Career Preparation: encompasses guidance or job search skills students would like more exposure to. Several comments were related to developing a better understanding of the professional roles available within their chosen discipline and how their education relates to those roles.

Knowledge: Students expressed a wide variety of topics they were interested in learning about or learning more about. Many comments were one-offs, however a few areas of emphasis emerged, including a desire to learn more about Business and Management (4 comments), data analysis and research (9 comments), emerging topics and trends (4 comments) and graphic design (9 comments).

Skills: Students expressed a wide variety of skills they were interested in learning about or learning more about. Many comments were one-offs, however a few areas of emphasis emerged, including a desire to learn more about Software, particularly the Adobe Creative Suite, (11 comments), video production (8 comments) and writing and AP style (3 comments).

Hands-on Opportunities: Students expressed the desire to have more hands on opportunities in a number of areas. The comments were varied, but several students expressed interest in more hands-on opportunities in live and video production.

Earlier opportunities: Several students expressed a desire to have more opportunities in a variety of areas or regretted missed opportunities while in school.

Specialization in the Curriculum: Several students expressed the desire to specialize more within their chosen discipline or to have more opportunity across the college.

For a more detailed review of the Senior Exit Survey results, please visit https://journalism.unl.edu/news/numbers-2022-203-senior-exit-survey.

2022-2023 Internship Survey Results

With the conclusion of the summer sessions, the annual internship survey for 2022-2023 is complete and the results are available. The Internship Survey is one of five assessment measures conducted by the college. The internship survey is an indirect measure of student learning as it asks students and supervisors to self-report their understanding.

The survey is administered each term to students pursuing internships for credit and their supervisors. Below are the results for the 2022-2023 survey for both students and supervisors.

Student Survey

The student internship survey was administered to 24 students, 12 in the fall, seven in the spring and five in the summer. Students were asked to rate how often they were able to do demonstrate the 10 ACEJMC learning outcomes during their internship. They were asked to rate on a scale of Always/Most Often (A), Often (O), Sometimes (S) and Rarely (R). Those who didn't answer are shown as DA. The result of their assessment is as follows:

ACEJMC Learning Outcome	Measure	A	O	S	R	DA
1	Understands and applies First Amendment principles	66.7%	12.5%	8.3%	0.0%	12.5%
8	Understands and applies basic numeric and statistical concepts	70.8%	12.5%	0.0%	0.0%	16.7%
3	Respects colleagues from different countries	95.8%	0.0%	0.0%	0.0%	4.2%
7	Conducts research and evaluates information	87.5%	8.3%	0.0%	0.0%	4.2%
5	Writes correctly and clearly	87.5%	8.3%	4.2%	0.0%	0.0%
2	Understands the role of the profession in society	91.7%	8.3%	0.0%	0.0%	0.0%
3	Respects colleagues with different ethnic and cultural backgrounds	100.0%	0.0%	0.0%	0.0%	0.0%
4	Presents data, text and images in a professional manner	91.7%	8.3%	0.0%	0.0%	0.0%
6	Practices professional and ethical principles	100.0%	0.0%	0.0%	0.0%	0.0%
7	Solves problems creatively and resourcefully	87.5%	12.5%	0.0%	0.0%	0.0%
9	Critically evaluates their own work and that of others to ensure quality of work	83.3%	16.7%	0.0%	0.0%	0.0%

10	Understands the tools and technology required to get assigned tasks completed	91.7%	8.3%	0.0%	0.0%	0.0%

Supervisor Survey

The supervisor internship survey was administered to 19 supervisors, nine in the fall, five in the spring and five in the summer. Supervisors were asked to rate how often the students were able to do demonstrate the 10 ACEJMC learning outcomes during their internship. They were asked to rate on a scale of Always/Most Often (A), Often (O), Sometimes (S) and Rarely (R). Those who didn't answer are shown as DA. The result of their assessment is as follows:

ACEJMC Learning Outcome	Outcome	A	O	S	R	NA
7	Conducts research and evaluates information	57.9%	21.1%	10.5%	0.0%	10.5%
9	Critically evaluates their own work and that of others to ensure quality of work	57.9%	21.1%	21.1%	0.0%	0.0%
8	Understands and applies basic numeric and statistical concepts	42.1%	36.8%	5.3%	0.0%	15.8%
1	Understands and applies First Amendment principles	63.2%	21.1%	0.0%	0.0%	15.8%
3	Respects colleagues from different countries	78.9%	5.3%	0.0%	0.0%	15.8%
5	Writes correctly and clearly	63.2%	26.3%	5.3%	0.0%	5.3%
7	Solves problems creatively and resourcefully	68.4%	26.3%	5.3%	0.0%	0.0%
10	Understands the tools and technology required to get assigned tasks completed	73.7%	21.1%	5.3%	0.0%	0.0%
2	Understands the role of the profession in society	73.7%	26.3%	0.0%	0.0%	0.0%
3	Respects colleagues with different ethnic and cultural backgrounds	100.0%	0.0%	0.0%	0.0%	0.0%
4	Presents data, text and images in a professional manner	63.2%	36.8%	0.0%	0.0%	0.0%
6	Practices professional and ethical principles	89.5%	10.5%	0.0%	0.0%	0.0%

Combined Summary

To compare the supervisors' responses to the students, we can look at the proportion of students who answered almost always or often to the proportion of supervisor's responses for each learning outcome.

ACEJMC Learning Outcome	Measure	A/O - SU	A/O - St
1	Understands and applies First Amendment principles	84.2%	79.2%
2	Understands the role of the profession in society	100.0%	100.0%
3	Respects colleagues from different countries	84.2%	95.8%

3	Respects colleagues with different ethnic and cultural backgrounds	100.0%	100.0%
4	Presents data, text and images in a professional manner	100.0%	100.0%
5	Writes correctly and clearly	89.5%	95.8%
6	Practices professional and ethical principles	100.0%	100.0%
7	Conducts research and evaluates information	78.9%	95.8%
7	Solves problems creatively and resourcefully	94.7%	100.0%
8	Understands and applies basic numeric and statistical concepts	78.9%	83.3%
9	Critically evaluates their own work and that of others to ensure quality of work	78.9%	100.0%
10	Understands the tools and technology required to get assigned tasks completed	94.7%	100.0%

Additional Employer Feedback

In addition to the ACEJMC learning outcomes, the survey asks employers for feedback on the student's overall preparation for professional work. The survey asks students to rate students on a scale of Excellent (E), Above Average (A), Satisfactory (S) or Needs Improvement (N).

2022-2023	E	A	S	N
Quality of work (accuracy, thoroughness)	63.2%	5.3%	31.6	0.0%
Quantity of work (speed, deadlines)	63.2%	21.1	15.8	0.0%
Completion of assignments	73.7%	15.8	10.5	0.0%
Takes initiative, seeks assignments	63.2%	21.1	5.3%	10.5
Responds appropriately to constructive criticism	73.7%	21.1	5.3%	0.0%
Works well with others	68.4%	31.6	0.0%	0.0%
Understands/adheres to rules and procedures	78.9%	5.3%	15.8	0.0%
Appropriate appearance and dress	68.4%	21.1	10.5	0.0%
Attendance and punctuality	73.7%	21.1	5.3%	0.0%
Accepts responsibility	63.2%	21.1	15.8	0.0%
Resourcefulness, creativity	63.2%	21.1	5.3%	10.5
Ability to learn new skills/tasks	68.4%	21.1	5.3%	5.3%
Student's overall performance	78.9%	5.3%	15.8	0.0%

Their feedback suggests that overall, employers are pleased with students' performance. However, students could improve on the quality and quantity of work, completion of assignments, taking initiative and responding appropriately to criticism.

Additionally, the survey asks employers to provide feedback on students' strengths, weaknesses and make suggestions for improvements to the curriculum.

Open comments on students' strengths indicate that students do well with communication and learning, adaptability, quality of work and attention to detail.

Comments indicate that students struggle with communication and leadership, focus and time management, technical skills and self-confidence.
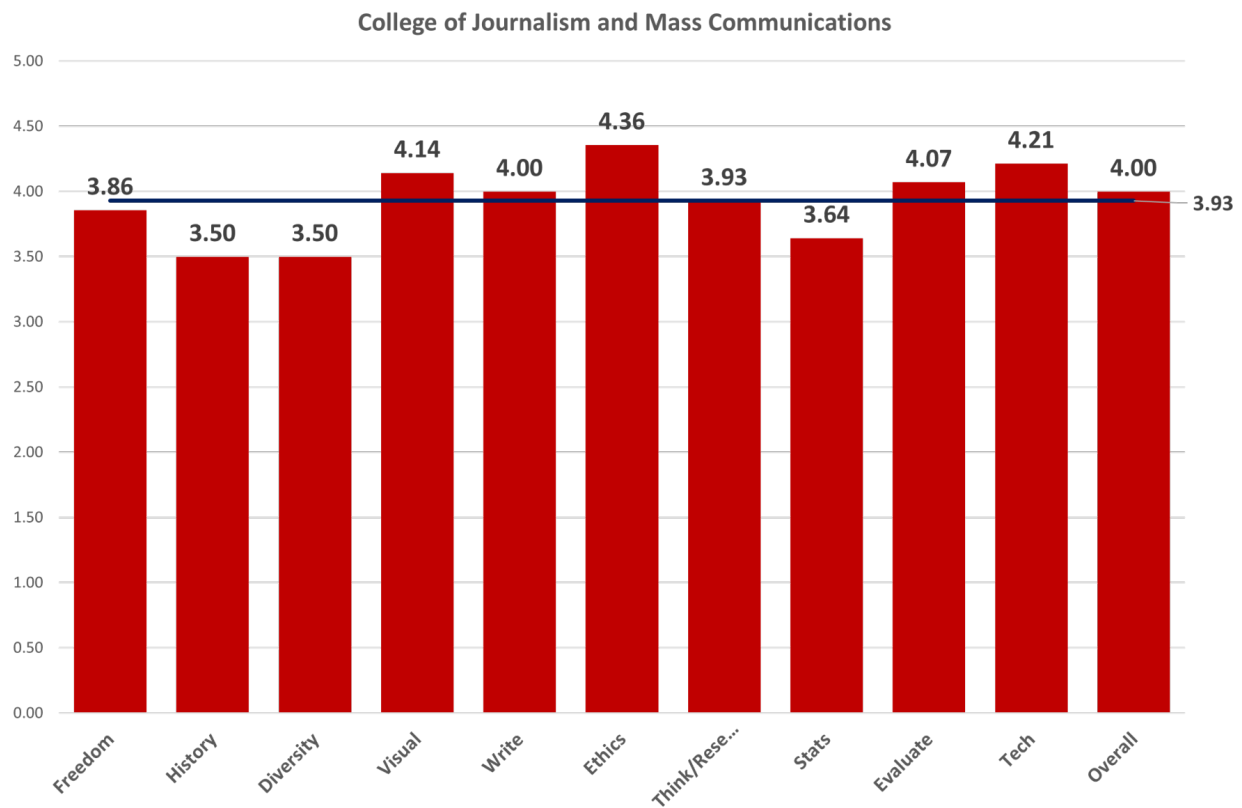
Comments provided by the employers indicated the college could work with students to improve their practical skills, storytelling and reporting skills, software and technical proficiency and interpersonal and professional communication skills.

For a more detailed review of the Internship survey results, please visit https://journalism.unl.edu/news/numbers-2022-2023-internship-survey-results.

Alumni Curriculum Review

Industry professionals served on the Curriculum Review Committee to review syllabi and programs for each major. The associate dean of academic programs held initial meetings with the committee to answer questions and validate some of the findings from the survey they completed. The group then met with each major to discuss their findings.

The committee's scoring of the program from the ACEJMC professional values and competencies.

College of Journalism and Mass Communications

Freedom	History	Diversity	Visual	Write	Ethics	Think/Rese...	Stats	Evaluate	Tech	Overall
3.86	3.50	3.50	4.14	4.00	4.36	3.93	3.64	4.07	4.21	4.00

(Trend line: 3.93)

Emergent themes were found from the open-ended questions and discussions.

- The Fundamentals: Courses encompass a good portion of the skills used every day. Writing, shooting, editing, reporting, producing, research, insights and trends, strategic planning,

creative thinking/knowing how to brainstorm, and novice-level design skills for presentations, how to prepare for and conduct an effective interview, legal understanding & ethics compliance.

- DEI: As communicators, we always need to understand different viewpoints. Students need to be well-versed on social issues and balanced representation in our work.
- Research Skills working with and analyzing data and information
- The art of pitching ideas and stories
- Importance of experience, internships, professional development, relationship building
- How to freelance and build your own brand or media company
- "Why haven't we fully blown up these silos?"
- Embracing emerging media norms: social media strategy and content production, Esports, NIL, AI, data and analytics, multimedia, digital media
- AI is here, students will need help navigating AI so they can exploit the good aspects and avoid the worse aspects.

Summary of Findings

All four measures administered during the 2022-2023 academic year found that students struggle with **Outcome 1:** apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located and **Outcome 8:** effectively and correctly apply basic numerical and statistical concepts.

The senior exit survey and the alumni review found that students struggle with **Outcome 2:** apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located.

The Berens Test, Senior Exit Survey and Internship Survey found that students struggle with **Outcome 7:** apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.

Closing the Loop
JOMC 101 Principles of Mass Communications

In 2022-2023, Professors Matt Waite and Sharon Baldinelli made revisions to JOMC 101 Principles of Mass Media to further support student learning about First Amendment Principles. Their changes include:

- Redesigned the course to introduce current controversies and issues in media
- Previous course design was 16 weeks, where two weeks each were spent on industries – two
- weeks of newspapers, two weeks of radio, two weeks of television, etc. etc.
- New course design compressed the history and issues into one week for each industry –
- newspapers, radio, television, advertising, public relations, media studies.
- Then, after the foundations were set, we added additional sections on
- Economics of modern media, and how consolidation and the internet has affected each industry
- How ad tech has affected both the advertising side and the media side of industry
- How social media has created influencers
- How social media has impacted how people receive information and how various actors are
- preying on cognitive biases inherent in ourselves to spread messages
- How mis and disinformation on social media have affected democracy
- How media driven moral panics are not new, but the speed of the internet has made them faster
- How fake news went from actual made-up stuff to the latest threat to media credibility

New research and data requirements

On Oct. 14, 2022, the college faculty approved a new research requirement in advertising and public relations, ADPR 381: Applied Research in Advertising and Public Relations. On Dec. 9, 2022, the faculty approved a requirement that all journalism and broadcast news majors complete JOUR 307 Data Journalism and JOUR 107 Information Gathering. On Dec. 9, 2022, the faculty approved a requirement that broadcast production majors complete either ADPR 381, JOUR 307, or SPMC 350 Sports Data Visualization (which was previously required for sports media and communications majors). As a result of these actions, all students in the college will be required to complete a dedicated research and data course prior to graduation. These requirements will be effective beginning in the fall of 2023.