

MaPart II: Standard 9. Assessment of Learning Outcomes

Please attach the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

Assessment has been an ongoing process throughout the unit's existence because the University for many years required annual assessment reports. Much of the data collected by the unit over the years is reflective of this process and the data submitted. In addition, when the department became accredited in 2005, the standards of ACEJMC were incorporated into our assessment plan. This plan was adopted prior to 2001 and was revised in 2010 only to reflect the name change of the department. It is copied here.

**Assessment Plan
Department of Mass Media
(in place prior to 2001)
(Updated to reflect new name of department in 2010)**

As a part of the approved Department of Mass Media Strategic Plan, the department has identified two primary goals relating to students and student achievement for students in the mass communication major (BA and BS degree programs):

Program Goals

I. Goal: Carry out a variety of activities that assist to recruit, retain, and place students.

Objective 1: Recruit quality students (first time freshmen, community college transfers, non-traditional and area mid-career personnel).

Objective 2: Retain high percentage of students to graduation.

Objective 3: Assist students in placement activities.

II. Goal: Align curriculum to meet the needs of graduation, meet Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) standards, and insure adequate credit hour production.

Objective 1: Evaluate curriculum to accommodate numbers of majors and needs of employers.

Objective 2: Incorporate Professional Advisory Council recommendations.

Methods of Assessment

- Establishment of objectives and student competencies for the courses comprising the core in the mass communication degree programs.
- To that end the department has designed a plan that includes both direct (capstone experience, portfolio assessment*, external evaluation of student performance in internships) and indirect measure (alumni surveys, exit interviews, retention and transfer rates, length of time to degree, ACT scores, graduation rates, and placement and acceptance data*) of student learning.
- Requirement that mass communication students must maintain a university GPA of 2.50 as well as a minimum department GPA of 2.50 and no grade of less than a “C” in any mass communication course.
- Results as students or student groups enter competitions such as those of the Public Relations Student Society of America, American Advertising Federation, Media Communications Association-International, Society of Professional Journalists, National Broadcasting Society, Missouri Broadcasters Education Association, and Missouri Collegiate Media Association, and others.
- Records and reports of supervisors both on and off campus for internships and practica.
- Capstone courses that integrate knowledge, concepts, and skills associated with an entire sequence of study are available in the five options within the major in which juried portfolio presentations are reviewed by the instructor of the course and at least one practicing professional.
- Exit interview of all graduates.
- Analysis of graduate placements and periodic surveys (every three years) of graduate placements and performance. [First survey in spring of 1991] Provide a variety of information that can highlight areas that need to be expanded or enhanced. (Note: Even though the plan includes graduate placements and periodic surveys, these have not been a part of the unit for this review period.)
- Compliance with accreditation standards from the ACEJMC that includes specific assessment activities to systematically create opportunities for student to synthesize, practice and develop increasingly complex ideas, skills and values.

Procedures for Assessment

Activity

Time

Accountability

Review university and department GPA of 2.50 with no grade less than a “C” in any mass communication course	Every Semester	Chairperson
Review of results for students or student groups who enter regional/national competitions of pre-professional organizations.	Every Semester	Faculty/Chair
Review records (weekly logs, sample work) and analyze reports of on-site and faculty supervisors for internships	Every Semester	Coordinator/ Chairperson
Review Capstone course portfolios juried by faculty and professionals	Every Semester	Faculty/Chair
Analysis of exit interview of all graduates	Every Semester	Chairperson
Analysis of graduate placements and periodic surveys	Every Semester	Faculty/Chair
Compliance with accreditation standards from ACEJMC	Every Semester	Faculty/Chair

*While the unit’s assessment plan lists portfolio assessment, placement data and acceptance rates in lists of direct and indirect assessment measures, those have not been utilized by the unit during this review period.

Executive summary (optional).

Please respond to each of the following instructions:

1. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

Page 1 of the Assessment Plan (copied above) states the two goals of assessment, and Goal II provides the definition of goals for learning that students must achieve:

Goal II: Align curriculum to meet the needs of graduation, meet Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) standards and insure adequate credit hour production.

The “standards” referred to in Goal II refer to the ACEJMC Professional Values and Competencies which the unit embraces and makes an integral part of its preparation of students in the major:

- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation, and as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information; demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity;
- Think critically, creatively, and independently;
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.