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1-1-2013

Academic Learning Compact : M. A. Journalism and Mass Communications [Effective 2013]

University of South Florida St. Petersburg.

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"… to ensure student achievement in undergraduate and graduate degree programs …"

USFSP
ST. PETERSBURG

Academic Learning Compacts
MA Mass Communications & Journalism
2013 – 2014
<mark>**Due: July 1, 2014**</mark>

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG GOALS & OBJECTIVES	COLLEGE OF ARTS & SCIENCES GOALS & OBJECTIVES	UNDERGRADUATE PROGRAMS										
		Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	journalism (BA)
Academic Performance Use sustained evidence of SLO's and student achievement for continuous improvement												
Offer certificate, undergraduate and graduate programs that meet regional needs	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system											
Implement and support information and instructional technologies that facilitate effective pedagogies												
Enhance programs that specifically support academic excellence												
Increase student awareness of participating in a global society												
Student Engagement Create a freshman experience that enables students to thrive and move successfully through to graduation	Our students will have critical skills and a broad outlook that will make them engaged and productive citizens											
Foster institutional pride and strengthen connections within the campus community	Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate											
Enhance opportunities for increased student involvement in curricular and co-curricular activities												
Diversity & Inclusion Insure an inclusive community where differences are respected and valued	Cultivate a vigorous liberal arts culture by recruiting talented diverse students, maintaining small class sizes, and mentoring those students we have.											
Attract and retain a diverse student population	Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines											
Increase the diversity of faculty and staff												
Research & Creative Activities Create a vibrant culture of faculty research and creative scholarship	Make significant and meaningful contributions to ongoing dialogues in our academic fields.											
Promote and support undergraduate research as a meaningful aspect of campus life	We expect our undergraduate and graduate students to engage in research in collaboration with faculty											
Enhance and support research and scholarly collaborations with community partners												

Academic Learning Compacts: 2013 – 2014

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Signature Page for Academic Program

Academic Program: Journalism and Media Studies

Chair/Coordinator: **Date:**

Summary Statement – Academic Program Performance in 2013-14

Provide a summary statement about academic program performance over the previous year including high points and low points.

Students performance was solid across our in-person graduate program. In past years, we have seen particularly strong performance on core competencies, including writing, theory and research, and this continues to be the case.

While there is more variance in performance on competencies that have not traditionally been part of the grad program's foundation -- technology, visual literacy, numbers and more -- interest in skills related to these areas continues to climb. We also continue to see an increasing number of students opt not only for applied research projects in lieu of theses, but projects with a significant technical component. Our latest group of graduating students produced websites, videos, eBooks and other digital materials as key parts of their final projects.

The staffing challenges that have been cited in years past remain a factor for the in-person masters program. We are actively seeking a full-time, tenure track faculty position to teach theory and community journalism courses, and this hire will have an important role to play in the JMS grad program.

Along with our undergrad program, the JMS grad program now formally address a business and entrepreneurship competency as a way to formalize longstanding efforts to build leadership skills in our graduates. One specific way these efforts have manifested is via the addition of a new Media Management class.

Consistent with earlier plans, we saw a small number of students in our traditional masters program pickup DJD courses as electives. This formula seems to work well and we are pleased to see additional opportunities for our

Meanwhile, we continue to keep a close eye on enrollment in both programs to ensure they remain complementary.

Summary Statement – Impact of Changes Made in 2013-14

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2012-13 and the positive/negative impact of the changes that were made.

Highlights of changes made to this program in light of ongoing assessment efforts include the following:

1. Increased emphasis on interacting with students to assist with the development of their writing skills.
2. Increased emphasis on the use of presentation software and the importance of delivering presentations and making pitches as both a communication and business/entrepreneurship skills.
3. More attention to the incorporation of leadership teaching in the curriculum, particularly with the addition of a business and entrepreneurship competency to our assessment efforts and the debut of new courses like Media Management.
4. More close work with students to ensure timelines that works for them and their committees with regard to ARP work.
5. Ongoing examination of how technology (and specifically opportunities to study or develop multimedia journalism) is incorporated into the core MA curriculum.
6. Updating and expansion of the Graduate Handbook.

Academic Program: Journalism and Media Studies MA

Person Responsible: Paul Wang (Program Director); Deni Elliott (Department Chair)

Mission of Academic Program (include URL):
The traditional program prepares students for careers in print, electronic and digital media or for college-level teaching, and provides a foundation for those students who elect to continue their studies at the Ph.D. level. The traditional program includes a mix of face-to-face, online, and hybrid courses and normally takes two years for completion of the required 36 semester hours. http://www1.usfsp.edu/journalism/graduate_program.htm
List Program Goal(s) / Objective(s): **Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.**

Academic Program:

Academic Learning Compacts: 2013 – 2014

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Person Responsible:

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
1a. **Ethics:** Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	1a. We assess ethics awareness, understanding and application across the graduate curriculum, but especially in *Mass Communication Ethics* via a final exam and a final paper. The latter involves the application of classical philosophical theory. The application of professional journalism ethics is also appraised in courses such as Newswriting and Editing, in which students complete reporting and writing assignments.	1a. The concept exam administered in the Communication Ethics course ensures that students can apply major principles to vignettes, which also shows their ability to complete their independent ethical analysis required for the class.	*Graduate students did not enroll in Mass Communications Ethics in the fall 2013 or spring 2014 semesters.*	
1b. **Law:** Understand and apply the principles and laws of freedom of speech and press, 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,	1b. Our seminar in *Law and Mass Media* provides the primary means for assessing students' understanding of and ability to apply journalistic legal	1b. Students should use reason to apply principles to new facts. Students will identify key principles. They will gather appropriate	*Graduate students did not enroll in Law and Mass Media in the fall 2013 or spring 2014 semesters.*	

and to assemble and petition for redress of grievance.	principles. In this course, students complete an approximately 4,000-word research paper. Students submit this culminating effort at the end of the semester and work with the instructor throughout the term to select a topic, devise an outline and identify sources. Feedback is provided on an initial draft. In *Law and Mass Media*, students also complete a book or article review and accompanying in-class presentation. This assessment entails reviewing topical media law books and articles and then describing procedural posture, facts, legal conclusions and principles of court decisions critical to mass media law.	supporting material and present it in a clear and concise fashion, not merely reading from slides but engaging with their audience. Students will apply deductive reasoning to respond to novel information, rather than merely parroting back memorized facts and principles.		
1c. **Technology:** Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.	1c. We provide opportunities to learn emerging digital tools via a range of media production courses, including Web publishing, video storytelling, photojournalism and graphic design. This part	1c. Students will balance technical skills with research, news writing and editing. They'll work efficiently with hardware and software, following best practices and adhering to both technical and journalistic standards.	In the spring 2014 section of Photojournalism 2 and Video storytelling 2, the mean score on the Documentary Multimedia Project was 91%. The median was 90%. The low score was 90% and the high score	For the Documentary Multimedia Project in Photojournalism 2 and Video storytelling 2, a second graded deadline for project progress (i.e. the assignment) should be implemented after the mid-term point in an effort to ensure difficult-

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			was 92%. (n=3). This	to-do-on-deadline work
	of the curriculum focuses on project-based assessments, for example, the creation of a short video documentary, an infographic, or a functional website. Though students' resulting work is a key aspect of evaluation for this objective, students are also assessed on the processes they follow in completing their projects.	MA students who complete applied research projects often engage in significant technical work, and this assessment provides an ideal way to measure the application of technology principles covered throughout the program.	was the first time this advanced "combination" course was taught. Final results from all graduate students showcased a thorough understanding of the concepts covered in the course.	is not being left to the last minute.
1d. **Theory:** Understand concepts and apply theories in the use and presentation of images and information.	1d. We measure understanding of communications theory in *Mass Communication Theory*. Primarily through written assignments, students convey their understanding of the theories and structures underpinning communications, especially in terms of their role within a democratic society.	1d. Students will demonstrate an understanding of communications theories by drawing on first-hand experience and drawing connections between real-world examples and reviewed theories.	In the fall 2013 section of Mass Communication Theory, the mean score on the Weekly Assignments was 87%. The median was 87%. The low score was 82% and the high score was 93%. (n=8). The mean score on the Final Presentations was 92%. The median was 92%. The low score was 88% and the high score was 97%. (n=9). The mean score on the Final Papers was 88%. The median was 89%. The low score	No changes planned.

			was 72% and the high score was 93%. (n=8). This course was originally started this semester by Dr. Robert Dardenne; I took it over 2/3 of the way through. The course itself was structured as an upper level graduate course. Though I joined more than halfway through the course, I made no significant changes to the coursework or grading rubric except for a minor change in the weight of assignments tied to (and leading up to) the final presentation and paper. Students turned in weekly critiques/observations of the readings and were expected to "heartily" participate during class.	
1a. – 1d. **Ethics**, **Law**, **Technology**, **Theory**	Content and discipline skills are also measured extensively through a pair of culminating experiences all students in the MA program complete: (1) written comprehensive exams and (2) either a thesis or applied research project. These assessments emphasize students' abilities to apply key	1a. – 1d. Student writing will be assessed in terms of both form and content. Concise, error-free copy is expected. Arguments should be well-supported be relevant sources (both document and human). Style, structure and overall organization will all be considered in evaluating students'	All applicants passed comprehensive exams on first attempt.	No changes planned.

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	communications principles and concepts, especially those related to theory, law and ethics. All three involve substantive written components, with the applied research project typically involving a significant production element.	written work.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
2a. **Editing:** Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.	2a. In *Newswriting and Editing*, students complete a set of style and grammar quizzes. They also engage in a significant amount of newswriting, with a strong focus on submitting work of publishable quality. Various factors are considered in determining what makes something "publishable," with a particular focus on the factualness of the work. To this end, students are	2a. Students will review their work for problems and correctly identify issues with grammar, punctuation and AP style. They will make appropriate changes and submit clean, accurate copy, in some cases, without the opportunity to revise and resubmit work. Student work will be fact-checked by instructors and significant deductions will be made for the inclusion of wrong information, however	In the fall 2013 section of Sports Journalism, the mean score on the Final Story was 89%. The median was 90%. The low score was 79% and the high score was 100%. (n=10). Students performed well on this assessment, each individual meeting competency.	No changes planned.

	evaluated extensively on their ability to not only write but self-edit to produce clean, error-free copy.	"minor" it may seem.		
2b. **Numbers:** Apply basic numerical and statistical concepts.	2b. In *Research Methods in Mass Communications*, students demonstrate the ability to analyze examples that use numbers in a journalistic account and in an academic article that uses quantitative methodology.	2b. Students will perform accurate calculations and demonstrate an understanding of common statistical methods and terms and how they're applicable to mass communications research.	*Graduate students did not enroll in Research Methods in the fall 2013 or spring 2014 semesters.*	
2c. **Visual Literacy:** Understand and apply visual theories and related design techniques.	2c. At the graduate level, we measure students' understanding of visual theory and related design techniques primarily through our media production courses, including video storytelling, photojournalism and media convergence. These courses involve project-based assessments, in which students are evaluated based on the quality of the photo essays, video stories, infographics and other media they produce.	2c. Students will apply theories to real world cases. They will go beyond examples from course materials in formulating their arguments. Students will produce visual journalism that adheres to professional best practices and standards.	In the spring 2014 section of Photojournalism 2 and Video storytelling 2, the mean score on the Group Shoot Experiences was 100%. The median was 100%. The low score was 100% and the high score was 100%. (n=3).	For the Group Shoot Experiences in Photojournalism 2 and Video storytelling 2, an academically written and graded blog post assignment for individuals should be added after each experience to solidify the in-class, post-shoot group discussion -- a technique that mirrors industry best practices.
2d. **Writing:** Write correctly and clearly in forms and styles	We assess writing at the graduate level at various	2d. Students will write clearly, concisely and	In the spring 2014 section of Neighborhood	For the Four Stories Assignment in Sports

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| appropriate for the communications professions, audiences and purposes they serve. | junctures, especially *Newswriting and Editing* and *Neighborhood News Bureau*. In the former, students are assessed on a series of news reports filed throughout the semester, each of which must be of publishable quality. In the latter, students complete a series of writing assignments based on original reporting in St. Petersburg. | accurately. They will prioritize the presentation of factual information. They will cite sources correctly. Whenever appropriate, they will adhere to publication-level standards, producing error-free work. | News Bureau, the mean score on the Multimedia Assignment was 80%. The median was 80%. The low score was 80% and the high score was 80%. (n=1).

In the fall 2013 section of Sports Journalism, the mean score on the Four Stories Assignment was 87%. The median was 87%. The low score was 77% and the high score was 100%. (n=11).

In the spring 2014 section of Entrepreneurial Blogging, the mean score on the Blogger Profile was 89%. The median was 93%. The low score was 80% and the high score was 93%. (n=3). | Journalism, an increased number of story assignments will potentially increase success on this assessment in the aggregate.

In Entrepreneurial Blogging, I would have asked for a longer length stories. These graduate students were good writers, as most should be, and were capable of stretching more. |

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
3a. **Critical Thinking:** Think critically, creatively and	3a. *Comprehensive Exams* are a primary	3a. Students will show critical, creative and	In the fall 2013 section of Mass Communication	No changes planned.

independently.	assessment of critical thinking in the MA program. These cover media ethics, law, and theory. They're reviewed by a committee of faculty according to accepted departmental standards. We also find opportunities to measure critical thinking via special topics courses, mainly through student book and article reviews.	independent thinking. Students will synthesize a lot of material and present it concisely in a form that requires a fair amount of thoughtfulness.	Theory, the mean score on the Weekly Assignments was 87%. The median was 87%. The low score was 82% and the high score was 93%. (n=8). The mean score on the Final Presentations was 92%. The median was 92%. The low score was 88% and the high score was 97%. (n=9). The mean score on the Final Papers was 88%. The median was 89%. The low score was 72% and the high score was 93%. (n=8). This course was originally started this semester by Dr. Robert Dardenne; I took it over 2/3 of the way through. The course itself was structured as an upper level graduate course. Though I joined more than halfway through the course, I made no significant changes to the coursework or grading rubric except for a minor change in the weight of assignments tied to (and leading up to) the final presentation and paper. Students turned in weekly critiques/observations of	

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			the readings and were expected to "heartily" participate during class.	
3b. **Research:** Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	3b. In *Research Methods in Mass Communications*, students complete a set of section assessments and a comprehensive final exam. The latter assessment involves constructing research objectives, hypotheses and research questions. Special topics courses may also involve assessments of students' research skills, especially those classes that involve research-based term papers.	3b. Students will demonstrate the ability to distinguish between journalistic and academic research, will describe how essential elements of research ethics can be operationalized, will demonstrate an ability to analyze one example of diversity as an subject for academic research, and differentiate the following research methodologies: textual analysis, qualitative, and quantitative.	*Graduate students did not enroll in Research Methods in the fall 2013 or spring 2014 semesters.*	

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

4. Civic Engagement:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
4a. **History:** Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	4a. In *Mass Communications Ethics*, students complete a final exam and final paper, both of which test understanding of communications history.	4a. Students will demonstrate an awareness and understanding of various aspects of mass media, including radio, music, media effects, cinema,	*Graduate students did not enroll in Mass Communications Ethics in the fall 2013 or spring 2014 semesters.*	

			propaganda and other areas.		

4b. **Business and Entrepreneurship:** Understand emerging business models and entrepreneurial skills related to changes in the business of journalism.	N/A (Please see general notes in the summary statements.)		In the spring 2014 section of Entrepreneurial Blogging, the mean score on the Blog Business Plan was 91%. The median was 93%. The low score was 85% and the high score was 95%. (n=3).	For the Blog Business Plan in Entrepreneurial Blogging, I would require an early outline so that the students could plot their course better and I could assess progress. I would spend more class time on studying business plans.

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
5a. **Global/Cultural Diversity:** Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	5a. Certain special topics courses focus on assessing students' understanding of global diversity, especially via papers and presentations.	Students will demonstrate thoughtful reflection on how diversity issues are presented. They will consider alternative viewpoints and provide synthesis when feasible.	*This competency was not addressed directly by courses that ran in fall 2013 or spring 2014, although the individual/domestic diversity competency was.*	
5b. **Individual/Domestic Diversity:** - Demonstrate an understanding of gender, race/ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.	5b. In *Neighborhood News Bureau*, students write a profile story about a minority person in the St. Petersburg area, for example, an African-American within the Midtown who was involved with giving back and/or making the neighborhood a better place to live. Stories include multiple sources and resources. In *Writing for the Mass*	5b. Students will expand their comforts zones. They will purposefully plan, report and write a story that might be published. They will balance creativity with the need to present factual information. Students will demonstrate an understanding of the importance of seeking out many viewpoints and voices, especially	In the spring 2014 section of Neighborhood News Bureau, the mean score on the 5 Writing Assignments was 83%. The median was 83%. The low score was 83% and the high score was 83%. (n=1).	For the 5 Writing Assignments in Neighborhood News Bureau, based on students' performance, I would suggest holding them more accountable for attendance, reading and class participation. I would grade them on those components and give quizzes to make them more accountable. I would also offer more basic, rudimentary instruction in

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	Media, students complete multicultural projects – short stories and presentations about selected minority groups.	those that tend to be underrepresented. Students will be able to discuss thoughtfully what they learned, what surprised them and what they need to learn more about in terms of the group they focus on.		interviewing, taking and organizing notes, and on story structure. I would also require and grade drafts of each assignment and encourage them to write at least three versions of each story.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Academic Program: Journalism & Media Studies MA

Person Responsible: Paul Wang (Program Director); Deni Elliott (Department Chair)

ALC GOALS ESTABLISHED FOR DATA COLLECTION: <mark>2014 – 2015</mark>

<mark>**Mission of Academic Program (include URL):**</mark>

The traditional program prepares students for careers in print, electronic and digital media or for college-level teaching, and provides a foundation for those students who elect to continue their studies at the Ph.D. level. The traditional program includes a mix of face-to-face, online, and hybrid courses and normally takes two years for completion of the required 36 semester hours.

http://www1.usfsp.edu/journalism/graduate_program.htm

<mark>**List Program Goal(s) / Objective(s):**</mark>
Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.
[Please note impact of any changes that were made as a result of 2010-11 assessment]

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
1a. **Ethics:** Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	1a. We assess ethics awareness, understanding and application across the graduate curriculum, but especially in *Mass Communication Ethics* via a final exam and a final paper. The latter involves the application of classical philosophical theory. The application of professional journalism ethics is also appraised in courses such as Newswriting and Editing, in which students complete reporting and writing assignments.	1a. The concept exam administered in the Communication Ethics course ensures that students can apply major principles to vignettes, which also shows their ability to complete their independent ethical analysis required for the class.		
1b. **Law:** Understand and apply the principles and laws of freedom of speech and press, 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 grievance.	1b. Our seminar in *Law and Mass Media* provides the primary means for assessing students' understanding of and ability to apply journalistic legal principles. In this course, students	1b. Students should use reason to apply principles to new facts.

Students will identify key principles. They will gather appropriate supporting material and present it in a clear and | | |

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	complete an approximately 4,000-word research paper. Students submit this culminating effort at the end of the semester and work with the instructor throughout the term to select a topic, devise an outline and identify sources. Feedback is provided on an initial draft. In *Law and Mass Media*, students also complete a book or article review and accompanying in-class presentation. This assessment entails reviewing topical media law books and articles and then describing procedural posture, facts, legal conclusions and principles of court decisions critical to mass media law.	concise fashion, not merely reading from slides but engaging with their audience. Students will apply deductive reasoning to respond to novel information, rather than merely parroting back memorized facts and principles.		
1c. **Technology:** Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.	1c. We provide opportunities to learn emerging digital tools via a range of media production courses, including Web publishing, video	1c. Students will balance technical skills with research, news writing and editing. They'll work efficiently with hardware and software, following best practices		

	storytelling, photojournalism and graphic design. This part of the curriculum focuses on project-based assessments, for example, the creation of a short video documentary, an infographic, or a functional website. Though students' resulting work is a key aspect of evaluation for this objective, students are also assessed on the processes they follow in completing their projects.	and adhering to both technical and journalistic standards. MA students who complete applied research projects often engage in significant technical work, and this assessment provides an ideal way to measure the application of technology principles covered throughout the program.		
1d. **Theory:** Understand concepts and apply theories in the use and presentation of images and information.	1d. We measure understanding of communications theory in *Mass Communication Theory*. Primarily through written assignments, students convey their understanding of the theories and structures underpinning communications, especially in terms of their role within a democratic society.	1d. Students will demonstrate an understanding of communications theories by drawing on first-hand experience and drawing connections between real-world examples and reviewed theories.		
1a. – 1d. **Ethics**, **Law**, **Technology**, **Theory**	Content and discipline skills are also measured extensively through a pair of culminating	1a. – 1d. Student writing will be assessed in terms of both form and content. Concise, error-		

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	experiences all students in the MA program complete: (1) written comprehensive exams and (2) either a thesis or applied research project. These assessments emphasize students' abilities to apply key communications principles and concepts, especially those related to theory, law and ethics. All three involve substantive written components, with the applied research project typically involving a significant production element.	free copy is expected. Arguments should be well-supported be relevant sources (both document and human). Style, structure and overall organization will all be considered in evaluating students' written work.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
2a. **Editing:** Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.	2a. In *Newswriting and Editing*, students complete a set of style and grammar quizzes. They also engage in a significant amount of newswriting, with a strong focus on submitting work of	2a. Students will review their work for problems and correctly identify issues with grammar, punctuation and AP style. They will make appropriate changes and submit clean, accurate copy, in some cases,		

	publishable quality. Various factors are considered in determining what makes something "publishable," with a particular focus on the factualness of the work. To this end, students are evaluated extensively on their ability to not only write but self-edit to produce clean, error-free copy.	without the opportunity to revise and resubmit work. Student work will be fact-checked by instructors and significant deductions will be made for the inclusion of wrong information, however "minor" it may seem.		
2b. **Numbers:** Apply basic numerical and statistical concepts.	2b. In *Research Methods in Mass Communications*, students demonstrate the ability to analyze examples that use numbers in a journalistic account and in an academic article that uses quantitative methodology.	2b. Students will perform accurate calculations and demonstrate an understanding of common statistical methods and terms and how they're applicable to mass communications research.		
2c. **Visual Literacy:** Understand and apply visual theories and related design techniques.	2c. At the graduate level, we measure students' understanding of visual theory and related design techniques primarily through our media production courses, including video storytelling, photojournalism and media convergence. These courses involve project-based	2c. Students will apply theories to real world cases. They will go beyond examples from course materials in formulating their arguments. Students will produce visual journalism that adheres to professional best practices and standards.		

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	assessments, in which students are evaluated based on the quality of the photo essays, video stories, infographics and other media they produce.			
2d. **Writing:** Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	We assess writing at the graduate level at various junctures, especially *Newswriting and Editing* and *Neighborhood News Bureau*. In the former, students are assessed on a series of news reports filed throughout the semester, each of which must be of publishable quality. In the latter, students complete a series of writing assignments based on original reporting in St. Petersburg.	2d. Students will write clearly, concisely and accurately. They will prioritize the presentation of factual information. They will cite sources correctly. Whenever appropriate, they will adhere to publication-level standards, producing error-free work.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

3. Critical Thinking Skills				
Goals/Objectives	**Means of Assessment/ Corroborating Evidence***	**Criteria for Success**	**Findings**	**Plan for Use of Findings in 2015-16**
3a. **Critical Thinking:** Think critically, creatively and	3a. *Comprehensive Exams* are a primary	3a. Students will show critical, creative and		

independently.	assessment of critical thinking in the MA program. These cover media ethics, law, and theory. They're reviewed by a committee of faculty according to accepted departmental standards. We also find opportunities to measure critical thinking via special topics courses, mainly through student book and article reviews.	independent thinking. Students will synthesize a lot of material and present it concisely in a form that requires a fair amount of thoughtfulness.		
3b. **Research:** Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	3b. In *Research Methods in Mass Communications*, students complete a set of section assessments and a comprehensive final exam. The latter assessment involves constructing research objectives, hypotheses and research questions. Special topics courses may also involve assessments of students' research skills, especially those classes that involve research-based term papers.	3b. Students will demonstrate the ability to distinguish between journalistic and academic research, will describe how essential elements of research ethics can be operationalized, will demonstrate an ability to analyze one example of diversity as an subject for academic research, and differentiate the following research methodologies: textual analysis, qualitative, and quantitative.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

4. Civic Engagement				
Goals/Objectives	**Means of Assessment/**	**Criteria for Success**	**Findings**	**Plan for Use of Findings in**

Academic Learning Compacts: 2013 – 2014

"… to ensure student achievement in undergraduate and graduate degree programs …"

	Corroborating Evidence*			2015-16
4a. **History:** Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	4a. In *Mass Communications Ethics*, students complete a final exam and final paper, both of which test understanding of communications history.	4a. Students will demonstrate an awareness and understanding of various aspects of mass media, including radio, music, media effects, cinema, propaganda and other areas.		
4b. **Business and Entrepreneurship:** Understand emerging business models and entrepreneurial skills related to changes in the business of journalism.	N/A (Please see general notes in the summary statements.)			

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
5a. **Global/Cultural Diversity:** Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	5a. Certain special topics courses focus on assessing students' understanding of global diversity, especially via papers and presentations.	Students will demonstrate thoughtful reflection on how diversity issues are presented. They will consider alternative viewpoints and provide synthesis when feasible.		
5b. **Individual/Domestic Diversity:** - Demonstrate an understanding of gender, race/ethnicity, sexual orientation and, as	5b. In *Neighborhood News Bureau*, students write a profile story about a minority person in the St. Petersburg area, for example, an African-American	5b. Students will expand their comforts zones. They will purposefully plan, report and write a story that might be		

appropriate, other forms of diversity in domestic society in relation to mass communications.	within the Midtown who was involved with giving back and/or making the neighborhood a better place to live. Stories include multiple sources and resources. In *Writing for the Mass Media*, students complete multicultural projects – short stories and presentations about selected minority groups.	published. They will balance creativity with the need to present factual information. Students will demonstrate an understanding of the importance of seeking out many viewpoints and voices, especially those that tend to be underrepresented. Students will be able to discuss thoughtfully what they learned, what surprised them and what they need to learn more about in terms of the group they focus on.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Academic Learning Compacts: 2013 – 2014

"… to ensure student achievement in undergraduate and graduate degree programs …"

USF St. Petersburg
Strategic Goals and Objectives, 2009-2013

1 – Academic Performance
Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

1.1   Use sustained evidence of student learning outcomes and student achievement for continuous improvement
1.2   Offer certificate, undergraduate, and graduate programs that meet regional needs
1.3   Implement and support information and instructional technologies that facilitate effective pedagogies
1.4   Enhance programs that specifically support academic excellence
1.5   Increase student awareness of participating in a global society

2 – Student Engagement
Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

2.1   Create a freshman experience that enables students to thrive and move successfully through to graduation
2.2   Foster institutional pride and strengthen connections within the campus community
2.3   Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion
Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

3.1   Ensure an inclusive community where differences are respected and valued
3.2   Attract and retain a diverse student population
3.3   Increase the diversity of faculty and staff

4 – Research and Creative Activities
Encourage faculty research and creative activities, and engage students in local, national and international scholarship

4.1   Create a vibrant culture of faculty research and creative scholarship
4.2   Promote and support undergraduate research as a meaningful aspect of campus life

4.3   Enhance and support research and scholarly collaborations with community partners

5 – Environmental Stewardship

Foster stewardship of the environment and embody the values of sustainability

5.1   Enhance sustainability through energy conservation and recycling
5.2   Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship

Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

6.1   Create and obtain funding streams to support short and long term initiatives
6.2   Increase private and corporate funding
6.3   Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
6.4   Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
6.5   Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community