1-1-2012

Academic Learning Compact : M. A. Journalism and Mass Communications [Effective 2012]

University of South Florida St. Petersburg.

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Academic Learning Compacts
MA Mass Communications & Journalism
2012 – 2013
Due: May, 2013

In 2004, the Florida Board of Governors resolved that universities, through their boards of trustees, would establish guidelines and procedures for the development and implementation of Academic Learning Compacts (ALCs) to ensure student achievement in baccalaureate degree programs in the State University System. In support of ongoing SACS Accreditation, at USFSP, ALCs are used for both <u>undergraduate and graduate programs</u> and include assessment of student learning in: content/discipline skills, communication skills, critical thinking skills, and civic engagement.

On an annual basis, academic programs must update their ALCs to reflect ongoing data collection activity, use of results for improvement, and ongoing monitoring of the impact of changes made from previous assessment. The beginning of the review cycle for the upcoming year must reflect any new goals/objectives, changes in performance standards to meet those goals/objectives, and changes in collection tools/methods for the upcoming year. The cycle ends with year-end review of ALCs.

The Planning, Effectiveness and Budget Committee (PEBC) is responsible for coordinating the overall university ALC review process and compiling results for use by each of the college deans. The Office of Institutional Research provides staff support to the PEBC in their annual review of ALCs.

It is the responsibility of college deans to initiate and coordinate conversations with their academic program faculty to: 1) provide a summary statement about their academic program performance over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; 3) complete the ALCs for the previous year; 4) update the ALC for use in the upcoming year; and 5) obtain appropriate sign-off by their respective dean.

It is the responsibility of each dean to: 1) provide a summary statement about the performance of the academic programs in their college over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; and 3) develop a matrix of academic program goals/objectives that are aligned with college goals/objectives.

With the exception of cover/signature pages, materials should be submitted electronically to either the Institutional Effectiveness folder on the Q-drive or should be attached to an email sent to jegon@usfsp.edu. Paper copies of ALCs will be maintained in the IR Office.

Signature Page for College

College:

Dean: _____   Date: _____

Summary Statement – College Performance in 2012-13

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

TO BE COMPLETED BY COLLEGE DEAN

Summary Statement – Impact of Changes Made in 2011-12

Provide a summary statement about changes that were made in your college as a result of ongoing assessment in 2011-12 and the positive/negative impact of the changes that were made.

TO BE COMPLETED BY COLLEGE DEAN

University Mission

The University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close-knit, student-centered learning community that welcomes individuals from the region, state, nation and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

College Link to Institutional Mission-based Goals/Objectives

On the list below, please identify the Strategic Goals and Objectives (Points of Focus, 2009 – 13) that your division is responsible for. A detailed listing of Goals and Objectives are found in Attachment 1.

TO BE COMPLETED BY COLLEGE DEAN

1. Academic Performance:
    _ 1.1   _ 1.2   _ 1.3   _ 1.4   _ 1.5

2. Student Engagement:
    _ 2.1   _ 2.2   _ 2.3

3. Diversity and Inclusion:
    _ 3.1   _ 3.2   _ 3.3

4. Research and Creative Activities:
    _ 4.1   _ 4.2   _ 4.3

5. Environmental Stewardship
    _ 5.1   _ 5.2

6. Administrative and Financial Stewardship
    _ 6.1   _ 6.2   _ 6.3   _ 6.4   _ 6.5

College Mission Statement

Please include the Mission Statement and Goals/Objectives for your College and/or the URL to the location of this information on the web.

TO BE COMPLETED BY COLLEGE DEAN

Academic Program-linked College Mission-based Goals/Objectives

Please develop a matrix of Goals/Objectives for each academic program in your college that aligns with institutional mission-based goals/objectives. Also, please develop and use a consistent nomenclature for goals/objectives in your materials.

TO BE COMPLETED BY COLLEGE DEAN

Please complete one ALC matrix for each of the academic programs in your college

Academic Program: Journalism and Media Studies
Chair/Coordinator: Deni Elliott   Date:

Summary Statement – Academic Program Performance in 2012-13

Overall, students performed well on core competencies, especially writing, presentations and concept exams. A wider range of quality was evident on work involving multimedia storytelling, with some students demonstrating a greater enthusiasm to jump into reporting and storytelling techniques that, in many cases, were unfamiliar.

We are seeing an increasing number of masters students explore technology-based projects in their culminating ARPs. One student produced a feature-length documentary, a second produced an hour-long film and accompanying website, and others have experimented with eBook-based delivery formats and other digital approaches to storytelling.

Last year, we reported challenges stemming from a staffing situation in flux, and we continue to experience headwinds on this front. Recent and pending retirements pose challenges as we seek continuity in the delivery of our core graduate curriculum.

Similar to our undergraduate program, we have made strides in our reporting this year to bring ALCs into alignment with our professional competencies. We believe it is in the best interest of our students to apply these competencies consistently across our programs, and the following report reflects that approach. One competency -- *Business and Entrepreneurship* – is not part of the curriculum standard defined by ACEJMC, our professional accrediting body, but we see it as an increasingly important aspect of journalism education. Given the prominence of community partnerships in new and evolving journalism business models, we also see a strong connection between this competency and the civic engagement ALC category. That being said, we're now investigating ways to measure this competency in the traditional MA program. Previously, we have offered *The Business of Journalism* as an installment in the Contemporary Issues in Journalism seminar, and this course may point to more permanent assessment possibilities.

The addition of our new DJD masters program has presented both an opportunity and challenge with regard to new curricular opportunities for our traditional masters students. The opportunity is clear: A chance to expose our traditional MA students to more digital-orientated content, including "native" digital tools, such as social media, and "digital perspectives" on traditional

topics like law and ethics. The challenge is also important to consider: maintaining healthy enrollment in classes in both programs. We believe we have a workable solution in place, which involves limiting the number of DJD courses traditional MA students can enroll in throughout their studies. We will monitor this closely to make sure our masters programs are as complementary as possible.

Summary Statement – Impact of Changes Made in 2011-12

Leadership remain an area of informal instruction. We have found it's most effective to approach this objective from the standpoint of specific leadership skills and one in particular we have successfully incorporated into the curriculum is presentation abilities. Students are assessed on this skill at multiple points, and we've found ways to provide if not direct instruction at least informal coaching to support their efforts. Going forward, we need to identify additional specific leadership skills to which we can teach. With regard to our new focus on a business and entrepreneurship competency, we may find new ways to incorporate leadership teaching into our curriculum, seen through the lens of starting a journalism or media business,

ARPs are showing more rigour, recalibration of what students are producing. Partly influenced by factors outside the program, specifically, the emergence of more powerful but easy-to-use tools for creating complex multimedia productions.

More advising is happening, and it's more formal. This is true across our programs, and it's comprised of both formal check-ins and paperwork and informal check ins and meetings. We will continue to invest in this area.

Social media is one particular part of technology we've focused on providing more deliberate instruction around, and we've made significant progress on this front. This coming fall, we a permanent online course dedicated to social media to which traditional MA students will have access.

Comprehensive exams remain an area of development and will likely continue to see tweaking. Any significant curricular change will necessarily impact the substance of these exams. And those changes are likely to continue as the industry we're tied to continues its rapid transformation. There is also the more practical matter of the timing of students' comps and theses or applied research projects. Some students find it challenging to complete both their exams and final projects in the same semester. This past year, several students opted to delay the completion of the ARPs to the semester after their comps. Some of those projects are still in progress, so the results on this are inconclusive, but in at least some cases the "delayed" approach to final project completion seems to be resulting in high-quality, extensive work.

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

Academic Program:
Person Responsible:

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
1a. Students will demonstrate knowledge/understanding of principles of ethics, history, law and theory and explain and assess media practices through them	1a The completion of <u>comprehensive exams</u> (and three core courses of theory, law, ethics); plus, assignments specifically in these areas in various classes. Assessment done by committee and individual instructors.	1a. Students complete comprehensive exams to the satisfaction of three professors (one from each subject area) who base evaluations on agreed upon minimum standards of knowledge, critical thinking, and expression. Students analyze, explain and where appropriate resolve ethical, historical, legal and theoretical concepts associated with	On the final paper in *Mass Communications Ethics*, grad students scored an average of 88%. The low score was 65 and the high score was 99. This paper involves the application of classical philosophical theory. On the history portion of the *Mass Communications Ethics* exam, students averaged 7.8 points out of 10, with	For the law course, the research paper assessment will be revised as follows: 1. demand timely submission of topic choice and rough draft and 2. increase interaction with students at both the foregoing interdiction points to stress the importance and assist with development of better writing skills.

		media development, practice and influences. Evaluation based on agreed upon standards appropriate for the exam questions. The three core courses address theory, law, and ethics and require substantial media history from their various perspectives.	a low score of 4 and a high score of 10. Three students scored the maximum number of points. On the research paper in the law class, students scored an average of 44 (out of 50) points. The low score was 36, and the high score was 48. Most students demonstrated good to excellent research skills and grasp of media law principles in their submissions, but overall (albeit not universally) this assessment suffered from a lack of basic composition and writing skills, i.e. skills that should be acquired in freshman English. I have encountered the same deficiencies in	

			law students.	
1b. The student will demonstrate potential for leadership in professional or academic callings	1b. Graduate students demonstrate leadership by making class presentations in both undergraduate and graduate programs and in other settings in and out of the university; by acting as editors and lead reporters in classroom and other journalism exercises and projects; on taking the lead in classroom and other discussions; by taking the initiative to publish both journalistic and academic work, and through the kinds of ideas they put forth and projects they undertake. Further, at least six graduate assistants get many opportunities to display leadership	1b. Faculty ask students to make various presentations; e.g., to provide context for course materials or additional information for topics in undergrad courses. Faculty evaluated these presentations by standard guidelines, but also on appropriateness of material and delivery of material for the situation, which speaks to leadership ability. When students act as editors and lead reporters, faculty assess their ability to work with people and get people to work for and with them, and their skills in handling typical	In *Media through Money, Celebrity and Science*, the grad students all did pretty well in the class, as a fair amount of the grade was presentations, and those were all exceptional. Next time, I'd focus more on connections to culture and context, and less on looking at specifics of each of these topics. This was the second time this class was taught to grad students, and the first time it was a full course that met every class. The first was more of an independent study. Changes made, however, from that previous class, helped this one, especially in terms of	In some cases, we will experiment with requiring (or giving extra credit for) students to use presentation software in future classes.

We will also examine how we might shift a focus on leadership as a distinct objective into the development of our new business and entrepreneurship competency, in the spirit of better aligning our ALC and accreditation efforts.

Seen through the lens of starting a journalism or media business, we may find new ways to incorporate leadership teaching |

	through special assignments.	and difficult situations. When they lead discussions, faculty assess preparation, participation, and their ability to inspire discussion. Some students create papers and articles they can submit to various professional and academic publications. This is initiative that speaks to leadership. Finally, students with leadership ability likely offer ideas beyond routine comments, and undertake projects with more depth and potential impact than students seeking to get by with less. Graduate assistants work on a variety of projects (including organizing sessions at meetings) that	books and presentations. In fact, I learned that presentations were key to this class, as students scoured the web and came up with fascinating video and information from which the whole class learned. In Law and Mass Media, in-class presentations were sufficient to inform other fellow students of important mass media law principles but required professor-student dialogue to bring out subtler concepts in most instances.	into our curriculum.

		demonstrate leadership ability, which is fostered and evaluated by faculty.		
1c. Students will produce substantial journalistic/creative or academic works applying academic and/or professional competencies.	1c. The completion of an applied research project or a master's thesis (under the supervision of a designated supervisor and one or two additional faculty).	1c. Students complete applied research project or thesis based on committee review applying agreed upon standards suited for the individual professional or academic effort. Theses, evaluated by three-person committees, reflect many comprehensive exams criteria, depending on topic. Projects reflect criteria through form and content, reflecting awareness of legal, ethical, theoretical and historical issues and values, and accepted standards of appropriate	Students made progress on their ARPs and theses, with most students graduating as expected. Three students deferred graduation to complete their culmination projects in Summer, 2013. Students presented their projects and thesis findings in a public forum.	Faculty will be encouraged to work more closely with students so that students have a timeline that works for them and their committees. The department chair will explore with the CAS dean possibilities of having faculty compensated for summer supervision of ARPs.

		journalistic practice. These indicated by ethical and legal appropriateness, attention to potential effects and influences, and demonstration of knowledge of the position, function and role of research or creative material produced. Evaluation based on standards that include sound, relevant topics; form and format; grammar, academic style; knowledge of media ethics, history, law, and theory principles; and critical thinking/analytical skills.		

*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 2013-14
2a. The student will demonstrate high	2a. Completion of journalistic work	2a. Students complete various	In the spring 2013 session of *Feature*	

competency in reporting, writing and visual/digital skills required by professional journalists and/or other media workers and apply legal, ethical and other principles and best standards to the practice of journalism and other media activity.	based on agreed upon professional and departmental standards that define best practices of the craft, including reporting, writing, design, display, and where appropriate, dissemination.	journalistic projects that meet agreed upon professional and departmental criteria for publishable work. These include, but are not limited to, accepted, correct, appropriate, relevant, effective and/or aesthetic topic and research; grammar, usage, and style; approach and tone; organization according to media; layout/design; video and audio; and other relevant elements that define publishable content as defined by current practices and standards. Also, the department considers context; legal, ethical, multicultural sensitivities; and orientation and intended audience.	*Writing*, students brought an unusually diverse range of writing interests to this class. While it made it a challenge to teach "standard" feature writing--if there is such a thing--the varied perspectives and interests made for very productive discussions about the nature of journalism and reporting--past, present and future. Graduate students earned three As and B on the major article, which constitutes a large part of the final grade for the course, is intended to measure all aspects of what students were required to learn in this course.	

		All of these are based upon professional practice and almost two decades of faculty members defining and redefining departmental standards.		
2b. Students will demonstrate ability to create multi-media news and other media content consistent with agreed upon standards and demonstrate knowledge of the implications of news and media content created and disseminated through this newer technology on the broader society	2b. This speaks not only to mastering technological skills required to produce and disseminate media content, but also to achieving some kind of understanding about the implications of new and media content and dissemination in the digital media environment. Faculty assess these areas through class projects, articles, and papers in a variety of classes in which students take multi-media approaches to	2b. Students meet professional and departmental standards for news and media content (including accuracy, worthiness, appropriateness, significance, grammatical and stylistic correctness), and demonstrate through means of production or dissemination a working knowledge of professional skills that deem them competent in areas of technology, including knowing appropriate software,	Students have opportunities to produce multimedia work in select graduate-level classes and analyze the effects of technology on journalism and media throughout much of their coursework. We continue to see high-quality work in terms of students' analyses of technology, journalism and society. A wider range of work is evident in students' multimedia creations. While	One challenge in teaching multimedia production skills, as documented in previous reports, is the elective nature of these courses. Although students have many opportunities to engage in technology learning, not all choose to do so – at all or to the same extent and at the same points in their studies. Creating a core technology class is not an option on the table at the moment (and carries with it a number of

| | producing and disseminating news and media content. | ability to create blogs and websites, ability to execute appropriate designs and graphics, ability to create and manipulate photographs and videos according to professional standards. | some excel in alternative storytelling formats, others struggle to transition from a print-based approach to their work to one with a range of media elements. | potential pitfalls), but reexamining how technology (and specifically opportunities to study or develop multimedia journalism) is incorporated into the core MA curriculum is a possible area of focus for us. |

*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. The student will analyze and synthesize materials and interpret, examine and appraise media behaviors, effects and practices and their roots and contexts.	3a. <u>Comprehensive Exams</u> given in the areas of media ethics, law, and theory, and assessed by a committee of faculty according to accepted departmental standards. The same skills are also applied to Applied Research Projects and Theses.	3a. Demonstrate mental skills associated with critical thinking, including analysis, synthesis, interpretation, examination, appraisal, reasoning and creativity/innovation. Students answer questions requiring analysis of information from texts, classes,	Comprehensive exams in ethics, law and theory required students to demonstrate both critical thinking skills and knowledge of core concepts in these areas. Students were asked to apply their knowledge of principles to media ethics cases drawn from current publications. Five students required	Faculty will review and update the reading and concept lists in the Graduate Handbook. The Graduate Coordinator will make sure that each graduate student was sent an updated Graduate Handbook annually so that students can properly prepare for comprehensive exams.

		discussions, a concept and reading list, and other sources. The four-hour exam requires students to synthesize rather than summarize as they develop ideas and appraisals about ethical decision-making, legal influences, and theoretical underpinnings for journalistic practice and influence. They use another set of skills in applying what they know of theory, law, and ethics to situations taken from present or historic news accounts. They examine motivations, influences, consequences, and practices and provide explanations.	some rewrites; two students required extensive rewrites; one student had an oral exam to clear up confusion expressed in the written exam.	

| See above | 3b. Students complete class papers, projects, reviews, reading papers, and other assignments in most classes. Relevant faculty members evaluate these according to generally accepted departmental requirements and individual requirements of the faculty members. | 3b. Students exhibit skills commonly associated with critical thinking, including most listed above, in term papers and other assignments required for many of the graduate classes, including the three core classes, theory, law, ethics. While class papers and other assignments cover many topics, have different requirements, lengths, formats, etc., faculty members have consistent expectations in terms of basic skills and characteristics students should demonstrate. For term papers, these include meeting or exceeding minimum standards in appropriate topic, | Of the four graduate students in the fall 2012 session of *Newswriting and Editing*, only had any journalism experience. They seemed to know less than I would expect of graduate students. They should be required to take a basic media course before Newswriting & Editing which would enhance the curriculum. Scores on stories averaged 85 for three students and 90 for one.

In *Media through Money, Celebrity and Science*, graduate students scored 56, 91, 96, 96, 81 and 86 on their reading papers, a major assignment. With two 3.95+ academic rock stars | This is the second time *Media through Money, Celebrity and Science* was taught to grad students, and the first time it was a full course that met every class. The first was more of an independent study. Changes made, however, from that previous class, helped this one, especially in terms of books and presentations. In fact, I learned that presentations were key to this class, as students scoured the web and came up with fascinating video and information from which the whole class learned. Were I to teach this course again, I'd work to find the balance |

		clarity, research, organization, and contribution to the class. Skills associated with critical thinking, including analysis, reasoned thinking, creativity, are expected as part of most class papers. Class projects and other assignments are highly individualistic and faculty members use them in many different ways. They can, however, demonstrate students' ability to solve problems and overcome obstacles, a good measure of critical thinking.	among this set of graduate students, the reading papers were generally quite good; better, in fact, than the term papers, on the whole. The three most vocal students among the six did the poorest on both term papers and reading papers. The three quietest excelled. I'm not sure what that says in a class like this.	between the specific and the more abstract.

*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 2013-14
4a. Students will demonstrate	4a. Graduate students have various opportunities to	4a. Students will participate in both	In *Neighborhood News Bureau*, as the	The community engagement model

awareness of human, educational, environmental and other similar needs of the community and through the community the public at large.	engage in work with the community, especially in elective courses such as Neighborhood News Bureau. In some other practical classes, including News writing & Editing, faculty members focus on news coverage of the community and therefore students become familiar with community issues. In more conceptual classes, some faculty members have components on civic or community journalism and students become familiar with journalistic issues involving community. Some students are exposed to civic engagement activities through internships.	formal and informal civic engagement activities in some required and other classes in the program, and through the required journals, papers, and other reporting mechanisms they will recount their experiences; research, analyze, and report community issues; note successes and address ways to overcome failures; produce materials helpful to the people and organizations with whom they worked, as well as materials suitable for media dissemination; and engage in other activities/practices that demonstrate the awareness they gained during the civic engagement	semester progressed, students clearly identified sources within the community for newsworthy story ideas much better. In addition, assignments were closer to publishable format upon first submission. Deadlines were met with few exceptions.	that has proven successful time and again in Neighborhood News Bureau remains mostly confined to that one class. Although we do a good job getting students thinking about connections between the work in the program, the communities in which they live and society at large, opportunities for direct application of these ideas via local partnerships are more limited. One possible area for us to explore is the inclusion of a more formal civic engagement component in applied research projects. Several students completed ARP work involving

| | | | | experience. | | connections with the local community, and more might pursue these opportunities if a more guidance were provided in doing so. |

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
5a. Students will: Identify, question, analyze and address media issues of concern associated with people of different cultures, ethnicities, social status, gender, sexual orientation, religious orientation and political ideology and apply best journalistic and academic practices in seeking to ensure the fullest and most fair representation for all in the diverse communities journalists serve.	5a. Academic and professional work is assessed by instructors and must meet commonly accepted departmental and professional practices, developed over many years and continually assessed. Graduate students have opportunities in the core classes of theory, law, and ethics and in most conceptual classes to research, study, present, address, and/or otherwise be exposed to community/multiculturalism readings, practices, issues. Some classes, including Race, Gender and Class and Neighborhood News Bureau because of their content	5a. Graduate students in virtually all classes will complete papers/projects and/or assignments that meet minimum agreed upon departmental and/or professional standards. Students will, for example, recognize issues of diversity and multiculturalism (including stereotyping and other media representation, inclusiveness, bias, etc.); know sources of information that address them and/or	On the final exam in *Mass Communications Ethics*, which has a portion that directly measures diversity, graduate students scored an average of 8.9 points out of 10. Most students performed very well on this portion of the exam, earning the full 10 points. In the International Communications Seminar, which focuses on global diversity, graduate students scored 92, 92, 90 and 90 on	In *International Communications*, I would work harder on making sure that students put their papers in contest. I think all the online searching (and the unwillingness to do library research) shortchanges students in terms of where their research fits in to research already done; that is, they are weak on context even as they are very strong on the specific topic. And, they don't always connect their topic to some kind of

	and/or setting and purpose are well positioned to raise issues and experiment with various approaches. All graduate students, through core and elective courses, complete projects, papers, and assignments that focus on community/multiculturalism.	engage in primary research; do projects where appropriate in under-represented communities or work with entities that primarily serve those communities; report on their research and experiences in projects and papers; and show awareness of diversity and multiculturalism issues in class papers, journalistic work, and discussions.	their major term papers and presentations. By most standards, there were excellent results from this measure, both in terms of research skills and global/cultural diversity. Result was good papers and fascinating presentations. This class had the added value of two students who were fluent in Arabic and Spanish; so, the class got perspectives it otherwise would have missed.	relevance for readers; although, they do that better than context. So, this certainly leaves a couple of areas to work on, despite the fact that this was a successful assignment otherwise.

*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: 2012 – 2013

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

Academic Program:

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.		
1b. **Law:** Understand and apply the	1b. Our seminar in *Law and Mass Media*	1b. Students should use reason to apply		

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.	provides the primary means for assessing students' understanding of and ability to apply journalistic legal 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	principles to new facts. Students will identify key principles. They will gather appropriate 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.		

	books and articles and then describing procedural posture, facts, legal conclusions and principles of court decisions critical to mass media law.			
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 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	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. MA students who complete applied research projects often engage in significant technical work, and this assessment provides an ideal way to measure the		

	objective, students are also assessed on the processes they follow in completing their projects.	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 experiences all students in the MA program complete: (1) written	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		

	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.	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 2014-15
2a. **Editing:** Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical	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	2a. Students will review their work for problems and correctly identify issues with grammar, punctuation and AP style. They will make appropriate		

correctness.	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 evaluated extensively on their ability to not only write but self-edit to produce clean, error-free copy.	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 "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	2c. At the graduate level, we measure	2c. Students will apply theories to real		

apply visual theories and related design techniques.	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.	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.		
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	2d. Students will write clearly, concisely and accurately. They will prioritize the presentation of factual information. They will cite sources correctly. Whenever		

	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.	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 2013-14
3a. **Critical Thinking:** Think critically, creatively and independently.	3a. *Comprehensive Exams* are a primary 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	3a. Students will show critical, creative and independent thinking. Students will synthesize a lot of material and present it concisely in a form that requires a fair amount of thoughtfulness.		

	thinking via special topics courses, mainly through student book and article reviews.			
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/ 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, 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 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.		
5b.	5b. In *Neighborhood*	5b. Students will		

| 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. | *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 Media*, students complete multicultural projects – short stories and presentations about selected minority groups. | 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 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. | | |
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*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.

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