

1-1-2013

Academic Learning Compact : Journalism [Effective 2013]

University of South Florida St. Petersburg.

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Academic Learning Compact: 2013-2014

“ . . . to ensure student achievement in undergraduate and graduate degree programs . . . ”



Academic Learning Compacts
BA Mass Communications & Journalism

2013 – 2014

Due: July 1 2014

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.

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Academic Learning Compacts
BA Mass Communications & Journalism

Signature Page for Academic Program

Academic Program: JOURNALISM & MEDIA STUDIES

Chair: DENI ELLIOTT

Date: JULY 1, 2014

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.

The 2013-2014 academic year marked our first effort to align the goals of our academic learning compacts with the competencies defined by ACEJMC, our professional accrediting body. Overall, this process proved very successful. Mapping accreditation competencies to the five ALC goals helped focus our assessment efforts. It also revealed how well we address all the standards outlined by ACEJMC across our curriculum and provided a large amount of quantitative data to support the "findings" portion of our report.

In the 2013-2014 academic year, all ALC goals and all accreditation competencies were addressed. In most cases, competencies were covered by multiple critical assessments across different courses, a good affirmation of both the focus and scope of our curriculum.

In terms of student performance, no outliers emerged across competencies/ALC goals. The lowest performance was observed in Visual Communications Online and Neighborhood News Bureau, with average scores on some assessments in these courses in the low 70s. The highest performance was observed in Research Methods in Mass Communication and Senior Seminar, with average scores on some assessments in the low 90s.

This academic period was also marked by the addition of several new adjuncts. These important additions to our faculty have allowed us to bring more professional experience into the classroom and forge connections with local media. We hope to continue finding opportunities for new adjuncts in the coming years, both in covering our core classes and introducing new topics and approaches into our offerings.

Going forward, we see opportunities to continue to strengthen the bond between ALCs, accreditation competencies and critical course assignments. All syllabi now list the matching competencies. Going forward, we will also specifically state which course assignments are used to measure which competencies.

In the capstone Senior Seminar class, we have redoubled our efforts to ensure students are assessed on competencies covered across the program. We do this via an essay-based take home exam. And we bring special focus to those competencies central to news judgment (a kind of critical thinking) and effective communication, two pillars of our program, via an in-class portion of the Senior Seminar final.

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 2009-10 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. Expanded efforts to build in more contact with working journalists and other media professionals, both in person and via Skype and other electronic channels.
2. Hired additional adjunct faculty with significant professional experience and industry recognition
3. Refinement of rubrics for critical course assignments.
4. Earlier tracking of writing, through classroom and out of classroom assignments.
5. Increased utilization of graduate assistants in working with students to identify potential problems in mastering major concepts.
6. Requiring more revisions on student writing.
7. Expansion of exams to include a richer mix of closed- and open-ended questions and a larger pool of questions.
8. Fine-tuned sequencing of major projects within course schedules.
9. The exploration of more partnerships with community schools and organizations to assist students in forming connections between their course work, their neighborhoods and their work beyond college.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2013 – 2014

Academic Program: JOURNALISM & MEDIA STUDIES

Person Responsible: Deni Elliott, Department Chair; Monica Ancu, Coordinator of Undergraduate Studies

Mission of Academic Program (include URL):

The Department of Journalism and Media Studies offers approximately 25 courses varying in content from the highly technical and field-specialized to an essential liberal arts orientation. The program introduces students to the theories, principles, and problems of communications, emphasizing the concept of freedom of information as the cornerstone of constitutional democracy and preparing students for future leadership roles in

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communications media.

Our students acquire skills and aptitudes to succeed in today’s expanding world of news, including Web-based, interactive, digital journalism. Classes blend theory and practice to explore legal rights and ethical responsibilities while teaching students to cover the news under realistic deadlines and conditions. Seniors graduate with a diverse portfolio of professional work and the confidence to compete for a challenging range of jobs as reporters, editors, photojournalists, video storytellers, news researchers, page designers for print and on-line publications and organizations.

<http://www1.usfsp.edu/journalism/undergraduate.htm>

List Program Goal(s) / Objective(s):
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 2012-13 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 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 test students on their understanding of journalism ethics with reporting exercises, exams and communications assignments. These include (1) interview exercises in <i>Beginning Reporting</i> , in which students interview one another, campus staff and/or faculty; (2) a concepts exam in	1a. Practice interviewing provides students with opportunities to hone their understandings of journalism ethics, especially with regard to seeking out and reporting truth. The concept exam administered in the Communication Ethics course ensures that students can apply major	In the fall 2013 session of Communication Ethics, the mean score on the Concepts Exam was 85%. The median was 86%. The low score was 60% and the high score was 100%. (n=23). In the fall 2013 session of Senior Seminar, the mean score on the Take-Home Exit Exam was 94%. The median was	In Communication Ethics, study sessions will be helpful if held with teaching assistant earlier in the semester. In Senior Seminar, there are one or two items that should be reworded for clarity on the Take-Home. Going forward, one or two questions should be rewritten for clarity. A question about

	<p><i>Communication Ethics</i> that tests students' ability to apply major principles and make ethical decisions in the context of actual scenarios; and (3) <i>Senior Seminar</i> portfolios, in which students build websites to showcase work completed throughout their studies, including news stories and other journalism-related projects completed in internships and other off-campus work.</p>	<p>principles to vignettes, which also shows their ability to complete their independent ethical analysis required for the class.</p> <p>Portfolios should reflect the journalism standards and values embedded throughout the program. They should be polished and error-free. They should present students in a strong professional light and highlight a range of work, from writing and editing to multimedia. Most importantly, they should effectively communicate to potential employers and other visitors the capabilities and experiences that would make the students attractive hires.</p>	<p>96%. The low score was 85% and the high score was 97%. (n=19). Most responses to the take home were thoughtful and reflected an appropriate application of journalism values and ethics.</p> <p>In the spring 2014 session of Senior Seminar, the mean score on the Take-Home Exit Exam was 95%. The median was 96%. The low score was 88% and the high score was 98%. (n=19). Students performed very well on the take home final. With just one or two exceptions, their responses were thoughtful and extensive. In some cases, students went well beyond the minimum word requirement, providing various examples to support their arguments. The overall writing quality was also quite high. In a few cases, little effort was evident in the responses. In terms of addressing critical issues in journalism, the overall</p>	<p>diversity in news organizations has generated some confusion the past two semesters. And there are good ongoing conversations around the diversity challenges news startups face that could inform a reframing of this question.</p>
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			content of the exam still feels very germane.	
<p>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.</p>	<p>1b. We assess students' understanding and application of the principles of communications law at various points in the undergraduate curriculum, but especially in our course focused on legal issues. This course includes (1) in-class presentations for which students study and report to the class the facts and holdings of significant court decisions establishing key principles of media and communications law; and (2) mid-term and final exams with matching, true-false, multiple choice and essay questions. The exams measure comprehension of legal principles, application of those principles to varying situations and, separately, analysis of fact scenarios for legal issues and solutions</p>	<p>1b. Students should use reason to apply principles to new facts.</p> <p>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.</p> <p>Students will apply deductive reasoning to respond to novel information, rather than merely parroting back memorized facts and principles.</p>	<p>In the spring 2014 session of History and Principles of Communications Law, the mean score on the Book Review assignment was 75%. The median was 88%. The low score was 0% and the high score was 100%. (n=30).</p> <p>In the spring 2014 session of History and Principles of Communications Law, the mean score on the In-Class Presentations was 87%. The median was 91%. The low score was 0% and the high score was 100%. (n=30).</p> <p>In the spring 2014 session of History and Principles of Communications Law, the mean score on the Final Exam was 77%. The median was 81%. The low score was 0% and the high score was</p>	<p>The assessment data reflect most students grasped the key elements of this assignment, connecting historical events with a key court decision that reinforced self-governance and checking power theories of first amendment jurisprudence. Highly successful students linked the modern court decision at issue in this assignment to Founder's tolerance of seditious speech</p> <p>Students were required to read and report to the class the facts, issues and holdings in critical court decisions related to communications law. As evidenced by the scores, All students who completed the assignment did well, often with coaching from the instructor and/or TA. Many students went beyond</p>

	thereto.		100%. (n=30).	<p>the four corners of the court decisions to provide factual context and/or A/V material to enhance their presentations and student engagement.</p> <p>Students found exams in this class challenging, generally scoring lower on them than on other assessments. Exams combined multiple-choice/true-false questions with essays questions and sought to require application of principles to new fact situations, thus requiring both knowledge of fundamentals and critical thinking to apply such knowledge to new, but parallel, situations.</p>
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	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 was 89%. The median was 90%. The low score was 80% and the high score was 96%. (n=6). This was the first time this advanced "combination" course was taught. Final results from all undergraduate students	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-to-do-on-deadline work is not being left to the last minute.

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	<p>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.</p>		<p>showcased a thorough understanding of the concepts covered in the course.</p>	
<p>1d. Theory: Understand concepts and apply theories in the use and presentation of images and information.</p>	<p>1d. We assess theoretical understanding in the context of the techniques that lead to effective communication, whether verbal or visual. With regard to the presentation of images, one key course is Intro to Visual Communications, in which we assess students by way of (1) a theory quiz of 10 multiple-choice questions on visual communication theory, taken at the end of the theory module and (2) a final essay in which students will answer essay questions</p>	<p>Students will show an understanding of visual communication theory but also apply color, design and visual communication theories.</p> <p>Students will bring first-hand experience to their essays whenever possible. They will find and demonstrate connections between real-world examples and communications theories.</p>	<p>In the fall 2013 section of Intro to Visual Communications Online, the mean score on the Review of Design Theory assignment was 85%. The median was 98%. The low score was 0% and the high score was 100%. (n=53). The application part (where they were asked to create a mini layout using a min.of 2 principles) proved difficult. While trying to apply 2 principles, students neglected others that are essential in creating good, attractive layouts.</p>	<p>In Intro to Visual Communications Online, the Review of Design Theory assignment needs revision. Scores are high but mostly because I graded based on completion rather than performance.</p> <p>In Intro to Visual Communications Online, I will add extra readings for the Final Essay next time.</p>

	<p>regarding visual stereotypes, culture, visual communication theory and technology.</p>		<p>In the fall 2013 section of Intro to Visual Communications Online, the mean score on the Discussions was 90%. The median was 95%. The low score was 15% and the high score was 100%. (n=52). Students seem to do really well in th online discussions/ Some tasks required they identify an application of a theory in real life, i.e, find one logo created using principles of Gestalt or one object or image that applies anthropomorphism. Other tasks required taking a short quiz that tested their understanding of specialized language.</p> <p>In the spring 2014 section of Intro to Visual Communications Online, the mean score on the Final Essay was 81%. The median was 85%. The low score was 0% and the high score was 100%. (n=63). Students did better with stereotypes and cultural questions than the one about visual and verbal</p>	
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			<p>comparisons.</p> <p>In the spring 2014 section of Intro to Visual Communications Online, the mean score on the Theory Quiz was 71%. The median was 70%. The low score was 30% and the high score was 100%. (n=61). The result is consistent with the past semesters. No change will be made.</p>	
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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.

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. Several courses provide assessments of students' editing skills and their abilities to evaluate their own and others' work in support of the enhanced communication. In <i>News Editing I</i> , quizzes and a final exam offer multiple choice and short answer questions, opportunities to edit flawed sentences and make judgment calls in specific situations,	Students will correctly identify problems with grammar, punctuation and style, and they will provide appropriate solutions.	In the fall 2013 section of News Editing I, the mean score on the Weekly Quizzes was 82%. The median was 83%. The low score was 56% and the high score was 95%. (n=19). I had regular quizzes this semester, and for one stretch gave them weekly. That seemed to improve attendance and student performance. As before, I reached out to	In the fall 2013 section of News Editing I, I continued to recommend that students create their own flash cards for style points that seemed difficult (like who/whom, lie/lay, that/who, convince/persuade). On the quizzes, I put more emphasis on editing flawed sentences and less emphasis on multiple choice. I need to continue that strategy. I am finding that most

	<p>and various other editing problems. In Writing for the Mass Media, students edit stories riddled with AP style and grammar errors as part of a final exam and read and edit mock news stories or actual passages from the news in a series of style quizzes.</p>		<p>students who were faring poorly.</p> <p>In the fall 2013 section of News Editing I, the mean score on the Final Exam was 79%. The median was 83%. The low score was 0% and the high score was 94%. (n=19). There's nothing like a final exam to get (most) students motivated. I spent two full class periods on review at the end of the semester, and it seemed to pay off.</p> <p>In the spring 2014 section of News Editing I, the mean score on the Weekly Quizzes was 84%. The median was 83%. The low score was 73% and the high score was 97%. (n=17).</p> <p>In the spring 2014 section of News Editing I, the mean score on the Final Exam was 81%. The median was 80%. The low score was 71% and the high score was 95%. (n=17).</p>	<p>students do well when quizzed on one point of style, spelling, punctuation or grammar, but falter when I give them multiple options in a sentence or paragraph. I will begin putting more emphasis on multiple options.</p> <p>Next semester I'll devote at least three class periods. Another thing I've noticed: Students do pretty well on multiple choice questions that focus on one point of spelling, grammar or AP style. But when they get sentences to edit that contain several errors to edit, they tend to overlook some of the errors. Next semester I intend to put even more emphasis on editing flawed sentences and paragraphs.</p>
<p>2b. Numbers: Apply basic numerical and statistical concepts.</p>	<p>2b. <i>Research Methods for Mass Communications</i> focuses</p>	<p>Students will perform accurate calculations and show how to include</p>	<p>In the fall 2013 section of Research Methods in Mass Communications,</p>	<p>For Research Methods in Mass Communications Math Quiz & Numbers Exercises,</p>

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	<p>on the application of foundational arithmetic and statistics, in the context of both communications research and the presentation of numerical information in the news. Activities require students to calculate basic stats such as the mean and median, discuss differences between the two, and identify when it's appropriate to use one or the other in news stories. A numbers test asks students to calculate mean, median, rates, percent and percent change, and explain what the following measures mean and define and interpret standard deviations, <i>p</i> values, normal distributions, percentiles and rates.</p>	<p>numbers accurately and effectively in traditional news stories and alternative story forms.</p> <p>Students will perform accurate calculations and demonstrate an understanding of common statistical methods and terms and how they're applicable to mass communications research.</p>	<p>the mean score on the Math Quiz & Numbers Exercises was 75%. The median was 88%. The low score was 0% and the high score was 100%. (n=21). This semester the quiz had new questions. I revamped the readings for the numbers & statistics module, and created a quiz that matched the readings more closely. Students also had to take a prep quiz before they took the real, graded one.</p> <p>In the spring 2014 section of Research Methods in Mass Communications, the mean score on the Discussions was 92%. The median was 100%. The low score was 30% and the high score was 100%. (n=17).</p>	<p>in the future, I plan to edit this module and the quiz again. I think it would be useful to students to spend more time in the course on numbers and stats. I'm thinking to remove a module on interviews used as a research method and use the time to expand the statistics module.</p> <p>For the discussions in Research Methods in Mass Communications, if the same level of writing frequency and rigor were to be used in a future version of this online course, a graduate assistant should be assigned to the instructor to assist with assessing answers. Otherwise, less graded discussion writing should be required. Experiential discussion graded as a P/F is also an option.</p>
<p>2c. Visual Literacy: Understand and apply visual theories and related design techniques.</p>	<p>2c. We measure students' understanding of visual theory and their ability to apply related design techniques</p>	<p>Students will apply theories to real world cases. They will go beyond examples from the course materials in</p>	<p>In the fall 2013 section of Intro to Visual Communications Online, the mean score on the Layout Design</p>	<p>In the spring 2014 section of Photojournalism 2 and Video storytelling 2, the mean score on the Group Shoot Experiences was 100%. The</p>

	<p>increasingly across the curriculum, and this competency figures especially prominently in <i>Introduction to Visual Communication</i>. In this course, students (1) compare visuals and words used in journalism in a final essay and (2) complete a “capture the moment” project in which they take a photograph of the same chosen moment and share a story with that photo.</p>	<p>formulating their arguments.</p> <p>Students will take a photograph of a life moment from a personal perspective. They will identify visual similarities and differences across all the photos produced.</p>	<p>Assignment was 70%. The median was 86%. The low score was 0% and the high score was 100%. (n=24). Students were asked to create a newsletter by applying principles of design discussed in lecture. They were provided with several newsletter-type stories and visuals and asked to make editorial decisions about which materials to include. In terms of design, they had to make decisions about colors, typography, layout. They did very well on the assignment, creating a variety of layout that showed they understood the basics such as alignment, hierarchy, Gutenberg diagram, etc.</p> <p>In the spring 2014 section of Intro to Visual Communications Online, the mean score on the Capture the Moment Project was 88%. The median was 100%. The low score was 0% and the high score was 100%. (n=63). Most students completed this assignment successfully.</p>	<p>median was 100%. The low score was 100% and the high score was 100%. (n=6). One student previously known to the instructor was absent for all group shoots due to being hospitalized for a medical condition. In this case, and by working with the instructor, the student incorporated equivalent experiential components into the semester project while under professional-level deadline circumstances. This was done in lieu of an incomplete which was on the table if the expected level of rigor was not achieved.</p> <p>For the Group Shoot Experiences of 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.</p>
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<p>2d. Writing: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.</p>	<p>2d. Writing is a critical area of focus in the undergraduate program, and we assess this competency in a variety of courses. In <i>Writing for the Mass Media</i>, students produce a set of stories, with a focus on writing “hard news” stories and leads. Some stories require original reporting, including interviews. In <i>Neighborhood News Bureau</i>, students report and write several stories throughout the semester. In <i>Magazine Article/Feature Writing</i>, students produce an approximately 2500 word piece as their primary assignment. In our law course, students produce a topical essay concerning a selected media law topic. Additionally, various special topic courses focus on writing.</p>	<p>Students will demonstrate writing and organization skills and basic research skills.</p> <p>Student work should reflect a wide range of reporting and writing competencies. Students will identify sources with the community for newsworthy stories and successfully navigate the reporting and writing processes.</p> <p>Students will write concisely and precisely. They will organize their stories appropriately, showing particular mastery of the inverted pyramid form. They will show good news judgment by selecting and structuring information.</p>	<p>I will keep this exercise.</p> <p>In the spring 2014 section of Entrepreneurial Blogging, the mean score on the Blogger Profile was 86%. The median was 87%. The low score was 69% and the high score was 97%. (n=15).</p> <p>In the fall 2013 section of History and Principles of Common Law, the mean score on the Topical Essay was 83%. The median was 85%. The low score was 50% and the high score was 100%. (n=26). This essay provided students an opportunity to opine on controversial topics covered in class and many engaged those topics more deeply, expanding on in-class discussions with outside research as well as their own views. Results this term were satisfying, but unsurprising in terms of revealing greater depth</p>	<p>For the Blogger Profile in Entrepreneurial Blogging, I would have allotted more class time for preparing for the interview. Despite the fact that many students were upperclassmen, a significant number hadn’t done a lot of journalism writing.</p> <p>For the Topical Essay in History and Principles of Common Law, revision of optional topic choices to spur more provocative discussion may be appropriate for future classes.</p> <p>For Magazine Article/Feature Writing, in the future it would probably make more sense to use the second major article rather than the first (as done here) as the critical assignment. This would be more reflective of the skills learned throughout the course since this is a final assignment rather than one of the early ones.</p>
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			<p>of student critical thinking.</p> <p>In the spring 2014 section of History and Principles of Communications Law, the mean score on the Topical Essay was 89%. The median was 100%. The low score was 0% and the high score was 100%. (n=30). Students who completed this assignment did well. Working from a choice of current communications law topics, they researched and deployed critical thinking skills to suggest procedures and/or changes in current practice or law with practical application to the craft. A handful of students chose interesting topics on their own.</p> <p>In the spring 2014 section of Magazine Article/Feature Writing, the mean score on the Major Feature Article was 77%. The median was 78%. The low score was 70% and the high score was 85%. (n=12).</p>	<p>For the Multimedia Assignment in Neighborhood News Bureau, based on students' performance, I would suggest requiring them to turn in a list of at least 20 questions before starting to report any story, paying specific attention to the 5 Ws and sensory details. I also asked them to turn in lists of sources with contact information, and I would suggest that be part of their final grade for each assignment as few students contacted more than one subject per story. I also would give them more instruction in researching court, police and public documents as well as electronic files.</p> <p>For the 4 Stories Written For Class in Writing for the Mass Media, I would provide more opportunities for stories to be re-written or edited by peers.</p> <p>Most students have no clear reporting skills, and asking them to do a lot of independent reporting was distracting when it came to writing. I would like to provide a strong template of</p>
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			<p>In the spring 2014 section of Neighborhood News Bureau, the mean score on the Multimedia Assignment was 73%. The median was 80%. The low score was 0% and the high score was 0%. (n=18).</p> <p>In the fall 2013 section of Sports Journalism, the mean score on the Four Stories Assignment was 89%. The median was 91%. The low score was 81% and the high score was 95%. (n=6). A variety of story assignments earlier in the semester could help improve, but mainly very pleased with outcomes.</p> <p>In the fall 2013 section of Writing for the Mass Media, the mean score on the 4 Stories Written For Class was 92%. The median was 93%. The low score was 75% and the high score was</p>	<p>questions so they focus less on the reporting and more on developing stronger writing skills.</p>
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			100%. (n=20). In the spring 2014 section of Writing for the Mass Media, the mean score on the 4 Stories Written For Class was 83%. The median was 83%. The low score was 55% and the high score was 91%. (n=20).	
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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.

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
3a. Critical Thinking: Think critically, creatively and independently.	3a. We position news judgment and other forms of critical thinking prominently in the undergraduate curriculum. In <i>Beginning Reporting</i> , assorted assignments require students to conceptualize news and feature stories and how to find sources for those stories. In <i>Mass Communications and Society</i> , students collect	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. Students will discuss how something in a particular session relates to their job search or	In the fall 2013 section of Communication Ethics, the mean score on the Final Exam was 85%. The median was 88%. The low score was 55% and the high score was 95%. (n=24). In the spring 2014 section of Founders of American Journalism, the mean score on the Final Paper was 88%. The median was 87%.	On the Final Exam in Communication Ethics, students might perform better on a combined short answer/essay question exam in the future. On the Exit Exam - In Class in Senior Seminar, one area I feel needs improvement is on the accuracy measurement. Because students are provided with a list of

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	<p>detailed data about their media consumption during one week of the course. They then create charts, do an analysis and present their findings in a final report called “My Media Audit.” In <i>Senior Seminar</i>, students blog about topics covered in class by professional journalists, human resources hiring managers and media entrepreneurs. In <i>Writing for the Mass Media</i>, a comprehensive final exam tests students on writing, AP style and news judgment.</p>	<p>interest in the profession. They will explain how the subject had an impact on their current or future decision-making about working in the journalism industry.</p> <p>Students will correctly identify what makes a story newsworthy, and they will compare the relative newsworthiness of different parts of the same story.</p>	<p>The low score was 80% and the high score was 95%. (n=10). This assessment proved very successful, with a good grade distribution, all meeting and most exceeding the set measure.</p> <p>In the spring 2014 section of Mass Communications and Society, the mean score on the My Media Audit was 83%. The median was 92%. The low score was 0% and the high score was 100%. (n=91). This assignment is probably among the most effective in the course for measuring critical thinking of students. It requires a critical analysis of data that students associate with specific readings, and it requires a filtering of data that they collect.</p> <p>In the spring 2014 section of Selected Topics: Media</p>	<p>facts to work from, "accuracy" in the context of the assignment really boils down to faithfully reproducing the facts as they are already stated. Even so, errors creep into students' stories. For example, inconsistent spelling of the lead character's name, problems with numbers, etc. Going forward, I suspect more emphasis should be put on the importance of accuracy going into the final and the grading should be tougher.</p>
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			<p>Management Seminar, the mean score on the Case Studies was 92%. The median was 92%. The low score was 85% and the high score was 100%. (n=15). Students showed exceptional ability to apply critical thinking to complex management issues.</p> <p>In the spring 2014 section of Selected Topics: Media Management Seminar, the mean score on the Class Participation was 89%. The median was 88%. The low score was 82% and the high score was 94%. (n=15). Most students demonstrated a strong ability to communicate clearly while applying critical thinking based on class lectures, assigned reading, and guest speakers.</p> <p>In the fall 2013 section of Senior Seminar, the mean score on the Exit Exam - In Class was 92%. The median was 92%. The low score was 84% and the high score was 98%. (n=19).</p>	
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			<p>Overall, students did well on this part of the exit exam. Their stories were generally well written, although most had at least one or two AP style errors. A good number of students also struggled with accuracy in terms of consistently spelling names.</p> <p>In the spring 2014 section of Senior Seminar, the mean score on the Exit Exam - In Class was 93%. The median was 94%. The low score was 90% and the high score was 98%. (n=19). Students did well on the in-class take home. Adherence to AP style was typically good, though it was rare to find a submission without at least one style error. Students generally did a very good job on the news judgment aspect of the assignment.</p>	
<p>3b. Research: Conduct research and evaluate information by methods appropriate to the</p>	<p>3b. We also assess critical thinking by way of communications</p>	<p>Students will show an understanding and application of research</p>	<p>In the fall 2013 section of Research Methods in Mass Communications,</p>	<p>In Research Methods in Mass Communications, changes for the future:</p>

<p>communications professions in which they work.</p>	<p>research skills. In <i>Research Methods in Mass Communications</i>, a final exam tests students on every major topic studied throughout the semester. Questions are open-ended and short essay. Various special topics courses also measure research abilities via term papers and other exercises. These assignments require students to choose a specific topic to research. They then present their work in the form of a report or infographic, often with an accompanying presentation.</p>	<p>theory, methods, and basic stats.</p> <p>Students will demonstrate a basic understanding of statistics and choose an appropriate chart to present statistical information. They will complete research, analysis and representation steps.</p> <p>Students will focus on a topic and go in depth. They will demonstrate good writing skills and formulate a concise but informative presentation for their classmates.</p> <p>Research should be purposeful and thorough, going beyond a basic Internet search.</p>	<p>the mean score on the final scores/final grades was 86%. The median was 91%. The low score was 54% and the high score was 98%. (n=21). Overall the class went ok. Student evaluation from prior semester was over 4 and I got positive feedback about the current content and format.</p> <p>In the fall 2013 section of Research Methods in Mass Communications, the mean score on the Final exam was 70%. The median was 80%. The low score was 0% and the high score was 100%. (n=21). Same final as the previous semester, no changes. The final is a revision of every topic studied in the class throughout the semester.</p> <p>In the spring 2014 section of Research Methods in Mass Communications, the mean score on the Classroom-Tested Assignments was 82%. The median was 85%. The low score was 30%</p>	<p>include deleting the module on interviews and expand statistics; expand module on understanding and reporting on surveys and opinion polls; expand module on US Census.</p> <p>For the Final Exam, the questions that posed more problems were the ones about statistics and using US Census website to retrieve some demographics. A lot of students didn't get these two questions right, which suggests more time is needed during the semester to discuss numbers and census data.</p>
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			and the high score was 97%. (n=17).	
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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.

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. The final exam in <i>Mass Communications & Society</i> measures student knowledge of mass media 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.	In the spring 2014 section of Founders of American Journalism, the mean score on the Comprehensive Exam was 88%. The median was 88%. The low score was 80% and the high score was 95%. (n=10). This was an all essay exam, with a choice of four questions, requiring the student to answer two.	On the Comprehensive Exam in Founders of American Journalism, in the future, I might give less choice in the questions, as that may have caused some students to spend extra time choosing. Overall, however, this measure was very successful.
4b. Business and Entrepreneurship: Understand emerging business models and entrepreneurial skills related to changes in the business of journalism.	4b. In <i>Entrepreneurial Journalism</i> , students incorporate new media strategies into their business plans, with an emphasis on exploring various partnership opportunities.	4b. Plans should reflect moving beyond current market trends and demonstrate students' awareness, understanding and application of communications history.	In the spring 2014 section of Entrepreneurial Blogging, the mean score on the Blog Business Plan was 82%. The median was 85%. The low score was 60% and the high score was 94%. (n=15).	On the Blog Business Plan in Entrepreneurial Blogging, in the future I would require an early outline so that the students could plot their course better and I could assess progress. Because this was a late-in-the-semester project, they students seemed to run out of steam despite the fact it was the course's

				major assignment. I would spend more class time on studying business plans.
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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.

5. Multiculturalism / Diversity				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
<p>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.</p>	<p>5a. Certain special topics courses focus on assessing students' understanding of global diversity, especially via papers and presentations.</p>	<p>Students will demonstrate thoughtful reflection on how diversity issues are presented. They will consider alternative viewpoints and provide synthesis when feasible.</p>	<p>In the fall 2013 section of Media and Culture, the mean score on the Tests was 92%. The median was 94%. The low score was 64% and the high score was 99%. (n=20). The mean score on the Quizzes was 82%. The median was 85%. The low score was 64% and the high score was 98%. (n=20). The mean score on the Presentations was 90%. The median was 89%. The low score was 75% and the high score was 100%. (n=20).</p> <p>In the spring 2014 section of Race, Gender & Class in the Media, the mean score on the Concepts Exam was 90%. The median was 94%. The low score was 75% and the high score was 100%. (n=18).</p>	<p>For the Concept Exam in Race, Gender & Class in the Media, the exam has two parts, short answer and essay. In the future, I might consider using one format or the other, not both, given student time constraints, or advise more fully on time management skills before exam.</p>

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			<p>In the spring 2014 section of Race, Gender & Class in the Media, the mean score on the Final Research Paper was 88%. The median was 88%. The low score was 77% and the high score was 100%. (n=18). The final research paper result were well above previous classes on this measure. I believe this was the result of students being assigned the paper earlier in the semester than previously.</p>	
<p>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.</p>	<p>5b. In <i>Neighborhood News Bureau</i>, students write 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 <i>Writing for the Mass Media</i>, students</p>	<p>Students will expand their comfort 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.</p> <p>Students will demonstrate an understanding of the importance of seeking out many viewpoints and voices, especially</p>	<p>In the spring 2014 section of Neighborhood News Bureau, the mean score on the 5 Writing Assignments was 76%. The median was 86%. The low score was 0% and the high score was 0%. (n=18).</p>	<p>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</p>

	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.
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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.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: 2014 – 2015

Academic Program: JOURNALISM & MEDIA STUDIES

Person Responsible: Deni Elliott, Department Chair; Monica Ancu, Coordinator of Undergraduate Studies

Mission of Academic Program (include URL):

The Department of Journalism and Media Studies offers approximately 25 courses varying in content from the highly technical and field-specialized

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to an essential liberal arts orientation. The program introduces students to the theories, principles, and problems of communications, emphasizing the concept of freedom of information as the cornerstone of constitutional democracy and preparing students for future leadership roles in communications media.

Our students acquire skills and aptitudes to succeed in today’s expanding world of news, including Web-based, interactive, digital journalism. Classes blend theory and practice to explore legal rights and ethical responsibilities while teaching students to cover the news under realistic deadlines and conditions. Seniors graduate with a diverse portfolio of professional work and the confidence to compete for a challenging range of jobs as reporters, editors, photojournalists, video storytellers, news researchers, page designers for print and on-line publications and organizations.

<http://www1.usfsp.edu/journalism/undergraduate.htm>

List Program Goal(s) / Objective(s):

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 test students on their understanding of journalism ethics with reporting exercises, exams and communications assignments. These include (1) interview exercises in <i>Beginning Reporting</i> , in which students interview one another, campus staff	1a. Practice interviewing provides students with opportunities to hone their understandings of journalism ethics, especially with regard to seeking out and reporting truth. 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.		

	<p>and/or faculty; (2) a concepts exam in <i>Communication Ethics</i> that tests students' ability to apply major principles and make ethical decisions in the context of actual scenarios; and (3) <i>Senior Seminar</i> portfolios, in which students build websites to showcase work completed throughout their studies, including news stories and other journalism-related projects completed in internships and other off-campus work.</p>	<p>Portfolios should reflect the journalism standards and values embedded throughout the program. They should be polished and error-free. They should present students in a strong professional light and highlight a range of work, from writing and editing to multimedia. Most importantly, they should effectively communicate to potential employers and other visitors the capabilities and experiences that would make the students attractive hires.</p>		
<p>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.</p>	<p>1b. We assess students' understanding and application of the principles of communications law at various points in the undergraduate curriculum, but especially in our course focused on legal issues. This course includes (1) in-class presentations for which students study and report to the class the facts and holdings of significant court decisions establishing key principles of media</p>	<p>1b. Students should use reason to apply principles to new facts.</p> <p>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.</p> <p>Students will apply deductive reasoning to respond to novel information, rather than merely parroting back memorized facts and principles.</p>		

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	<p>and communications law; and (2) mid-term and final exams with matching, true-false, multiple choice and essay questions. The exams measure comprehension of legal principles, application of those principles to varying situations and, separately, analysis of fact scenarios for legal issues and solutions thereto.</p>			
<p>1c. Technology: Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.</p>	<p>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’</p>	<p>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.</p>		

	<p>resulting work is a key aspect of evaluation for this objective, students are also assessed on the processes they follow in completing their projects.</p>			
<p>1d. Theory: Understand concepts and apply theories in the use and presentation of images and information.</p>	<p>1d. We assess theoretical understanding in the context of the techniques that lead to effective communication, whether verbal or visual. With regard to the presentation of images, one key course is Intro to Visual Communications, in which we assess students by way of (1) a theory quiz of 10 multiple-choice questions on visual communication theory, taken at the end of the theory module and (2) a final essay in which students will answer essay questions regarding visual stereotypes, culture, visual communication theory and technology.</p>	<p>Students will show an understanding of visual communication theory but also apply color, design and visual communication theories.</p> <p>Students will bring first-hand experience to their essays whenever possible. They will find and demonstrate connections between real-world examples and communications theories.</p>		

*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. Several courses provide assessments of students' editing skills and their abilities to evaluate their own and others' work in support of the enhanced communication. In <i>News Editing I</i> , quizzes and a final exam offer multiple choice and short answer questions, opportunities to edit flawed sentences and make judgment calls in specific situations, and various other editing problems. In <i>Writing for the Mass Media</i> , students edit stories riddled with AP style and grammar errors as part of a final exam and read and edit mock news stories or actual passages from the news in a series of style quizzes.	Students will correctly identify problems with grammar, punctuation and style, and they will provide appropriate solutions.		
2b. Numbers: Apply basic numerical and statistical concepts.	2b. <i>Research Methods for Mass Communications</i> focuses on the application of foundational arithmetic	Students will perform accurate calculations and show how to include numbers accurately and effectively in traditional news stories and alternative story forms.		

	<p>and statistics, in the context of both communications research and the presentation of numerical information in the news. Activities require students to calculate basic stats such as the mean and median, discuss differences between the two, and identify when it's appropriate to use one or the other in news stories. A numbers test asks students to calculate mean, median, rates, percent and percent change, and explain what the following measures mean and define and interpret standard deviations, <i>p</i> values, normal distributions, percentiles and rates.</p>	<p>Students will perform accurate calculations and demonstrate an understanding of common statistical methods and terms and how they're applicable to mass communications research.</p>		
<p>2c. Visual Literacy: Understand and apply visual theories and related design techniques.</p>	<p>2c. We measure students' understanding of visual theory and their ability to apply related design techniques increasingly across the curriculum, and this competency figures especially prominently in <i>Introduction to Visual Communication</i>. In this course, students (1)</p>	<p>Students will apply theories to real world cases. They will go beyond examples from the course materials in formulating their arguments.</p> <p>Students will take a photograph of a life moment from a personal perspective. They will identify visual similarities and differences across all the photos produced.</p>		

	<p>compare visuals and words used in journalism in a final essay and (2) complete a “capture the moment” project in which they take a photograph of the same chosen moment and share a story with that photo.</p>			
<p>2d. Writing: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.</p>	<p>2d. Writing is a critical area of focus in the undergraduate program, and we assess this competency in a variety of courses. In <i>Writing for the Mass Media</i>, students produce a set of stories, with a focus on writing “hard news” stories and leads. Some stories require original reporting, including interviews. In <i>Neighborhood News Bureau</i>, students report and write several stories throughout the semester. In <i>Magazine Article/Feature Writing</i>, students produce an approximately 2500 word piece as their primary assignment. In</p>	<p>Students will demonstrate writing and organization skills and basic research skills.</p> <p>Student work should reflect a wide range of reporting and writing competencies. Students will identify sources with the community for newsworthy stories and successfully navigate the reporting and writing processes.</p> <p>Students will write concisely and precisely. They will organize their stories appropriately, showing particular mastery of the inverted pyramid form. They will show good news judgment by selecting and structuring information.</p>		

	our law course, students produce a topical essay concerning a selected media law topic. Additionally, various special topic courses focus on writing.			
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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.

3. Critical Thinking Skills				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2015-16
4a. History: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	4a. The final exam in <i>Mass Communications & Society</i> measures student knowledge of mass media 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.	4b. In <i>Entrepreneurial Journalism</i> , students incorporate new media strategies into their business plans, with an emphasis on exploring various partnership opportunities.	4b. Plans should reflect moving beyond current market trends and demonstrate students' awareness, understanding and application of communications history.		

*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 2015-16
4a. History: Demonstrate an understanding of the history and role of	4a. The final exam in <i>Mass Communications & Society</i> measures	4a. Students will demonstrate an awareness and understanding of various aspects of mass media, including radio, music, media		

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professionals and institutions in shaping communications.	student knowledge of mass media history.	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.	4b. In <i>Entrepreneurial Journalism</i> , students incorporate new media strategies into their business plans, with an emphasis on exploring various partnership opportunities.	4b. Plans should reflect moving beyond current market trends and demonstrate students' awareness, understanding and application of communications history.		

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 appropriate, other forms of diversity in domestic society in relation to mass communications.	5b. In <i>Neighborhood News Bureau</i> , students write 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	Students will expand their comfort 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		

	<p>include multiple sources and resources. In <i>Writing for the Mass Media</i>, students complete multicultural projects – short stories and presentations about selected minority groups.</p>	<p>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.</p>		
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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.

Attachment 1
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