

University of South Florida St. Petersburg

**Digital USFSP**

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Academic Learning Compacts

Academic Learning Compacts & Supplemental  
Documents

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2017

## **Academic Learning Compact : Journalism & Digital Communication [Effective 2017]**

University of South Florida St. Petersburg.

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Academic Learning Compacts  
Journalism & Digital Communication Bachelor of Arts

Fall 2017 – Spring 2018

Due: May 19, 2018

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.



Academic Learning Compacts  
Journalism & Digital Communication Bachelor of Arts  
Signature Page for Academic Program  
Academic Program: Journalism & Digital Communication Bachelor of Arts  
Chair: Deni Elliott Date

Summary Statement – Academic Program Performance in Fall 2017 & Spring 2018

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

Areas of Strength

1. Multiple quizzes showed they understood the class readings. (Research Methods in Mass Communications)

2. All but one of the students this semester started with no design and visual theory skills, no experience in Photoshop and InDesign and finished the class with at least basic skills and basic understanding of how to evaluate and create visual messages. (Introduction to Visual Communication)
3. Students did well with the AP style rules. (News Editing 1)
4. Creative visual storytelling (Video Storytelling I)
5. Across the board, students displayed creativity and, on the whole, solid writing. (Intro to Blogging)
6. Students were able to learn a lot about investigative and public affairs journalism techniques during this semester. They were motivated and willing to experiment with new skills. (Neighborhood News Bureau)
7. They did extremely well on final portfolios. (Senior Seminar)
8. They improved greatly in applying ethical reasoning and analytical judgment. (Communication Ethics)
9. Students did terrific work on coming up with article ideas and writing their feature stories, at least as far as reporting, organization and writing the article itself. (Magazine Article & Feature Writing)
10. Students were highly engaged in thought-based exercises, such as journals and discussions. They put considerable care into these, often exceeding expectations. (Mass Communications and Society)
11. The students all worked hard and seemed very motivated for the most part. Attendance was also very good, and they seemed to enjoy the class and group activities. They also turned in all of their assignments on time for the most part. I think they all learned how to create packages that incorporate various aspects of photography, videography, and audio. I also think they learned advanced topics related to photography, videography, and audio. Overall, I was very pleased with their performance and their ability to learn certain aspects of technology fairly quickly. Also, I was impressed with their storytelling abilities. (Advanced Photojournalism & Video Storytelling)
12. Students performed very well in several class assignments, such as finding and summarizing scientific and academic studies. (Research Methods in Mass Communications)
13. Students performed well in the infographic assignments. (Data Visualization)
14. As usual, they have a lot of good story ideas. They are tuned in to the news and know what's going on in the world. (Beginning Reporting)
15. In general, they come into the class with a preconceived notion that food photography is simply photos of food. Really, like snapshots. They came away with a new appreciation of the skill that goes into making an excellent food photograph. (Sizzling Images)
16. They had excellent ideas for their own podcasts and in general did a fine job of recording them. They also understood by the end of the semester that food is a jumping off point to talk about many different subjects including race, politics, equality, economics and culture. (ST: Special Topics in Food Communications)
17. Students were challenged to research very complex legal issues and process them in a variety of ways in relation to the actual practices required by journalists, mass communicators and communication law practitioners. They stepped up to the plate,

acquired new skills, knowledge and improved their critical thinking based on their own assessment and on the results they produced. (History and Principles of Communication Law)

18. Students successfully learned local history, intercultural communication skills and community journalism skills and processes and were able to produce a series of publishable stories and two multimedia projects. All students were successful in completing their assigned tasks. In their critical self-assessment, they all report growth in skills and knowledge and a great deal of self-growth and maturation during this course. (Neighborhood News Bureau)
19. They did extremely well in collaborating on their final portfolio work. (Senior Seminar)
20. They did extremely well on the research papers, demonstrating originality in many instances. (Race, Gender & Class in Media)

### **Areas for Improvement**

1. In critical thinking of academic research. An important part of class is spent learning to read, evaluate, report academic research, and this is the part most students struggle with the most. (Research Methods in Mass Communications)
2. Critical thinking, and learning to evaluate diversity of mediums rather than just digital messages. They're so accustomed to consuming digital media on phone screens and have trouble recognizing that other media (especially print) require different design rules. (Introduction to Visual Communication)
3. Fact checking and comma usage. (News Editing 1)
4. Solid techniques, especially in "real-world" (high-pressure, tight-deadline scenarios) (Video Storytelling I)
5. Students need to improve their research skills to bring depth and nuance to their posts. (Intro to Blogging)
6. Although Hurricane Irma did affect our work, I believe many of the students in the class were not ready for this class this semester. They were very slow to learn how to secure sources and to be able to do relevant interviews. Most didn't have any photographic or videographic skills. Only two students seemed to have an understanding of what a newsroom is and how it works. We had to spend a lot of time on basic journalistic knowledge and skill training. Most of them (one dropped mid-semester) were able to get where the class needed them to be before the end, but not having the basic journalistic skills hurt their ability to produce more publishable work within the assigned deadlines. We ended up with great work that is not publishable because the students were just not ready to meet deadlines. (Neighborhood News Bureau)
7. They need more review and preparation of core areas in the major prior to taking the exit exam. (Senior Seminar)
8. They can still use improvement in organizing their thoughts and expressing ethical decisions cohesively. (Communication Ethics)
9. I didn't not focus students enough upon the importance of editing. In some cases, this seemed to occur almost as an afterthought. Students need a more discreet focus on editing. (Magazine Article & Feature Writing)
10. Students generally did poorly on read and regurgitate assignments. (Mass Communications and Society)

11. I think students still struggle with some of the technical aspects of photography, videography, and audio, but this is a constant concern because every student has a different level of comfort of technology. (Advanced Photojournalism & Video Storytelling)
12. Some of the students need to practice more how to search, find, and understand public records. (Research Methods in Mass Communications)
13. Some of the students need to practice more how to use Tableau (a data visualization program) to build interactive dashboards. (Data Visualization)
14. Better time management. They tended to wait too long to get started on stories and then have a difficult time finding sources. They also need to improve their understanding of what sources are needed for what kinds of stories. (Beginning Reporting)
15. They need to get better at propping and composition. (Sizzling Images)
16. They need to improve on planning their podcasts rather than “wing” the discussion. More attention to detail needed. (ST: Special Topics in Food Communications)
17. Nowhere. Although different students have different challenges with the materials and different pedagogical approaches in this course, all of them were able to adapt well, find the tools that worked best for them and succeeded in completing each task. (History and Principles of Communication Law)
18. A few students had in-group issues, mostly miscommunication between two students in a particular group. Reducing the number of assignments, providing more group communication tools and increasing the amount of time for direct contact with the instructor and graduate assistant will help students be more able to manage interpersonal and group communication issues. (Neighborhood News Bureau)
19. They need to begin their job searches earlier and follow-up on their applications sooner. (Senior Seminar)
20. They generally need better time management when taking exams. (Race, Gender & Class in Media)

### Summary Statement – Impact of Changes Made in Fall 2017 & Spring 2018

**Provide a summary statement about changes that were made in your program as a result of ongoing assessment in the preceding year. Please discuss both the positive and negative impact of the changes.**

1. I changed some of the assignments including the final exam. I updated the entire module on digital research tools such as Google Advanced search and less known ways to search the internet, fact-checking tools, how to deal with info from unverified sources such as Wikipedia, how to track source of info online. (Research Methods in Mass Communications)
2. This semester, the course got a full redesign with more focus on application of theory. Another significant revision is that students were required to use Adobe Creative Cloud (InDesign and Photoshop) for some of their projects. These revisions come from a series of discussions with other faculty in the department about the set of skills required from students to perform well in more advanced courses, and skills required upon graduation by potential employers. Me and other faculty in the

department created lists of skills in various areas (visual, writing and reporting, editing etc) and discussed which skills students will learn in which class. Therefore I implemented significant changes to VIC3001 (a class students take either before joining the program, or in their first semester in the program). (Introduction to Visual Communication)

3. This was my first time teaching this course. (News Editing 1)
4. I added more hands-on demonstrations and guided lectures. (Video Storytelling I)
5. I updated the content to reflect the latest trends and best practices. (Intro to Blogging)
6. NNB is a newsroom, so topics and types of reporting vary from semester to semester. Hurricane Irma forced us to change the order of assignments and change one of the assignments to a coverage of the impact of Irma on Midtown. (Neighborhood News Bureau)
7. I spent more time on job interviews, developed a rubric for grading them, and gave immediate feedback. (Senior Seminar)
8. Yes, due to class size, I didn't assign weekly writing blogs, instead substituting a second exam. (Communication Ethics)
9. No (Magazine Article & Feature Writing)
10. I changed the course this semester to permit two attempts on each quiz rather than a single attempt. Only one attempt was permitted on the final exam. This raised the scores on modular quizzes (as expected). But it did not seem to raise the grades on the final exam. My experiment "failed." (Mass Communications and Society)
11. This was the first time I taught this class. (Advanced Photojournalism & Video Storytelling)
12. This is the first time for me to teach this course. (Research Methods in Mass Communications)
13. This is the second time for me to teach this class. I added activities to help students create captivating infographics. (Data Visualization)
14. I eliminated AP Stylebook Quizzes and put more emphasis on using style in all writing assignments. This was an effort to get them to think about style in applicable terms and not just for a quiz grade. I arranged for the class to cover a press conference. (Beginning Reporting)
15. Another photography professor joined us occasionally to work with students. (Sizzling Images)
16. This is the first time I taught Food in Communication: Podcast. (They last two times this course was taught the emphasis was on food on television.) (ST: Special Topics in Food Communications)
17. I made very few changes in order to update the curriculum with new court cases and new topics, such as the Facebook/Cambridge Analytica privacy case. I also made a more concerted effort to keep students engaged with addition of more podcasts and news articles about communication and First Amendment law. (History and Principles of Communication Law)
18. Yes. After testing multiple formats for this class, we are finally coalescing around a pedagogical format that has been most successful so far. It includes a mix of group work and individual assignments in ways that allow students to put their best skills in practice while helping each other to learn new skills as a collaborative effort. According to the critical self-assessment and

to the results of the graded assignments, this was very successful and only needs a couple more tweaks for the next semester.  
(Neighborhood News Bureau)

19. I allowed more class time devoted to development of final portfolios. (Senior Seminar)

20. I increased the lead time for developing the research paper topic and also initiated a process by which students must have their topics approved by me in advance. (Race, Gender & Class in Media)

## ALC GOALS ESTABLISHED FOR DATA COLLECTION: **Fall 2017 & Spring 2018**

**Academic Program: Journalism & Digital Communication Bachelor of Arts**  
**Person Responsible: Monica Ancu (Undergraduate Coordinator) / Casey Frechette (ALC Coordinator)**  
**Mission of Academic Program (include URL):**

<https://www.usfsp.edu/journalism/about/mission-philosophy/>  
<https://www.usfsp.edu/journalism/programs-summary/under-grad/>

### 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 last year's assessment]

### 1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2018 & Spring 2019
1a. <b>Ethics:</b> 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 Beginning Reporting, in which students interview one another, campus staff and/or faculty; (2) a concepts exam in Communication Ethics that tests students' ability to apply major principles and make ethical decisions in the context of actual scenarios; and (3) Senior	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. Portfolios should reflect the journalism	In the Fall 2017 section of <i>Communication Ethics</i> , the mean score on the <b>Midterm Exam</b> was 4140%. The median was 91%. The low score was 71% and the high score was 81100%. (n=20).	I would add a second analysis paper.

## 1. Content/Discipline Skills

	<p>Seminar 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>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. <b>Law:</b> 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</p>	<p>Students should use reason to apply principles to new facts. Students will identify key principles. They will gather appropriate supporting material and present it in a clear and 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</p>	<p>In the Spring 2018 section of <i>History and Principles of Communication Law</i>, the mean score on the <b>Final Exam</b> was 88%. The median was 90%. The low score was 61% and the high score was 100%. (n=30).</p>	<p>Students not only performed amazingly well, they also were able to assess their own learning on a critical assessment I gave to them. They all reported on the great balance of challenging materials, complex topics and great learning environment. I believe this class has repeatedly proven itself well-balanced and up-to-date to all topics we covered. The students understand its complex and</p>

## 1. Content/Discipline Skills

	(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.	principles.		demanding nature and feel challenged to step up and perform to their maximum capacity. The results of both assignments and self-critiques support this argument.
1c. <b>Numbers:</b> Apply basic numerical and statistical concepts.	2b. Research Methods for Mass Communications focuses 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	Students will perform accurate calculations and show how to include numbers accurately and effectively in traditional news stories and alternative story forms. Students will perform accurate calculations and demonstrate an understanding of common statistical methods and terms and how they're applicable to mass communications research.	In the Fall 2017 section of <i>Research Methods in Mass Communications</i> , the mean score on the <b>Discussions</b> was 72%. The median was 78%. The low score was 0% and the high score was 100%. (n=68).	I will continue to refine instructional materials such as readings and recorded presentations, and be more specific in assignment guidelines to students.

## 1. Content/Discipline Skills

	and interpret standard deviations, p values, normal distributions, percentiles and rates.			
1d. <b>Technology:</b> 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 objective, students are also assessed on the processes they follow in completing their projects.	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>In the Spring 2018 section of <i>Advanced Photojournalism &amp; Video Storytelling</i>, the mean score on the <b>Class Assignments</b> was 87%. The median was 91%. The low score was 67% and the high score was 100%. (n=16).</p> <p>In the Spring 2018 section of <i>Data Visualization</i>, the mean score on the <b>Final Project</b> was 68%. The median was 95%. The low score was 0% and the high score was 100%. (n=7).</p> <p>In the Spring 2018 section of <i>Sizzling Images</i>, the mean score on the <b>Final photo project</b> was 86%. The median was 85%. The low score was 75% and the high score was 95%. (n=19).</p> <p>In the Spring 2018 section of <i>Advanced</i></p>	<p>I think the students did very well this semester because they were a talented group and they all worked hard and seemed very motivated to succeed for the most part. I think I would stress up front on the first day that the class will incorporate all aspects of video, photography, and audio as opposed to trying to break it down into individual modules that talk about one aspect only. I felt like I spent too much time on video and neglected to a certain extent photojournalism and audio. I would also spend less time on review and stress up front that in order to take the class, the student will need some former experience with video, photography, and audio. Some of the students took the class with no prior experience, and I think that</p>

## 1. Content/Discipline Skills

		<p><i>Photojournalism &amp; Video Storytelling</i>, the mean score on the <b>Class Assignments</b> was 96%. The median was 98%. The low score was 83% and the high score was 100%. (n=15).</p> <p>In the Fall 2017 section of <i>Intro to Blogging</i>, the mean score on the <b>Final Exam Undergrad</b> was 81%. The median was 84%. The low score was 56% and the high score was 98%. (n=35).</p> <p>In the Fall 2017 section of <i>Video Storytelling I</i>, the mean score on the <b>EXERCISES</b> was 84%. The median was 88%. The low score was 32% and the high score was 100%. (n=10).</p>	<p>was a mistake on my part for letting them take the class. I think I would try to do less lecturing and have them help each other more and do more group and individual activities during class. The students seemed to really like the group activities and the hands-on activities when they were learning about the technology. I think I would also be more clear in the grading rubric on some of the assignments especially the final project. For the final project, I let each student create their own final project as long as it had elements of photojournalism, videography, and audio. In the future, I would like to be more specific as to the point structure for the different elements of photography, videography, and audio within the final project.</p> <p>I am planning to post more additional resources to help students understand the</p>
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## 1. Content/Discipline Skills

				<p>material.</p> <p>In the future, I would include more specific and practical advice on researching and structuring blog posts.</p> <p>I will require captions on all photos, plus give more direction on the “Daily Eats” photos, possibly calling them “Instagram Eats” to make them understand the audience and format more fully.</p> <p>I would be more rigorous upfront to ensure students master the basics</p>
<p>1e. <b>Theory:</b> 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</p>	<p>Students will show an understanding of visual communication theory but also apply color, design and visual communication theories. Students will bring first-hand experience to their essays whenever possible. They will find and demonstrate connections between real-world examples and</p>	<p>In the Fall 2017 section of <i>Introduction to Visual Communication</i>, the mean score on the <b>Series of Three Essays</b> was 90%. The median was 95%. The low score was 0% and the high score was 100%. (n=30).</p>	<p>More applied exercises. More time on design projects. More in-class discussions and review of student work rather than one-on-one.</p>

## 1. Content/Discipline Skills

	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.	communications theories.		
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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 Fall 2018 & Spring 2019
2a. <b>Editing:</b> 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 News Editing I, quizzes and a final exam offer multiple choice and short answer questions, opportunities to edit flawed sentences and make judgment calls in	Students will correctly identify problems with grammar, punctuation and style, and they will provide appropriate solutions.	<p>In the Fall 2017 section of <i>Magazine Article &amp; Feature Writing</i>, the mean score on the <b>Feature article #1</b> was 87%. The median was 88%. The low score was 78% and the high score was 92%. (n=13).</p> <p>In the Fall 2017 section of <i>News Editing I</i>, the mean score on the <b>AP Style Quizzes (10)</b> was 83%. The</p>	<p>I would focus more on editing or perhaps separate editing out as a separate assignment because it always tends to take second place to the reporting and writing aspect of an article.</p> <p>I would spend more time exploring the interplay between writing and editing and how the skills are</p>

## 2. Communication Skills

	<p>specific situations, 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>median was 85%. The low score was 53% and the high score was 95%. (n=20).</p>	<p>distinct but complementary.</p>
<p>2b. <b>Visual Literacy:</b> 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 Introduction to Visual Communication. 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>Students will apply theories to real world cases. They will go beyond examples from the course materials in formulating their arguments. 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>In the Fall 2017 section of <i>Introduction to Visual Communication</i>, the mean score on the <b>Layout Design Assignments</b> was 82%. The median was 88%. The low score was 0% and the high score was 100%. (n=30).</p> <p>In the Spring 2018 section of <i>Advanced Photojournalism &amp; Video Storytelling</i>, the mean score on the <b>Final Project</b> was 99%. The median was 100%. The low score was 86% and the high score was 100%. (n=16).</p> <p>In the Spring 2018 section of <i>Data Visualization</i>, the</p>	<p>I think the students did very well this semester because they were a talented group and they all worked hard and seemed very motivated to succeed for the most part. I think I would stress up front on the first day that the class will incorporate all aspects of video, photography, and audio as opposed to trying to break it down into individual modules that talk about one aspect only. I felt like I spent too much time on video and neglected to a certain extent photojournalism and audio. I would also spend less time on review and stress up front that in order to take</p>

## 2. Communication Skills

			<p>mean score on the <b>Case Study</b> was 84%. The median was 100%. The low score was 0% and the high score was 100%. (n=7).</p> <p>In the Spring 2018 section of <i>Sizzling Images</i>, the mean score on the <b>Photo Safari</b> was 91%. The median was 93%. The low score was 80% and the high score was 100%. (n=19).</p> <p>In the Spring 2018 section of <i>Advanced Photojournalism &amp; Video Storytelling</i>, the mean score on the <b>Final Project</b> was 96%. The median was 97%. The low score was 86% and the high score was 100%. (n=15).</p> <p>In the Fall 2017 section of <i>Video Storytelling I</i>, the mean score on the <b>Final Video Project</b> was 90%. The median was 92%. The low score was 84% and the high score was 94%. (n=10).</p>	<p>the class, the student will need some former experience with video, photography, and audio. Some of the students took the class with no prior experience, and I think that was a mistake on my part for letting them take the class. I think I would try to do less lecturing and have them help each other more and do more group and individual activities during class. The students seemed to really like the group activities and the hands-on activities when they were learning about the technology. I think I would also be more clear in the grading rubric on some of the assignments especially the final project. For the final project, I let each student create their own final project as long as it had elements of photojournalism, videography, and audio. In the future, I would like to be more specific as to the point structure for the different elements of</p>
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## 2. Communication Skills

				<p>photography, videography, and audio within the final project.</p> <p>I am planning to post more additional resources to help students understand the material.</p> <p>More applied exercises. More time on design projects. More in-class discussions and review of student work rather than one-on-one.</p> <p>I will require captions on all photos, plus give more direction on the “Daily Eats” photos, possibly calling them “Instagram Eats” to make them understand the audience and format more fully.</p> <p>I would be more rigorous upfront to ensure students master the basics</p>
2c. <b>Writing:</b> Write correctly and clearly in forms and styles appropriate for the	2d. Writing is a critical area of focus in the undergraduate program, and we assess this competency	Students will demonstrate writing and organization skills and basic research skills. Student work should	In the Fall 2017 section of <i>Neighborhood News Bureau</i> , the mean score on the <b>Five publishable news</b>	I will build in more lab time next semester. I think this experience will provide more hands-on help, plus

## 2. Communication Skills

<p>communications professions, audiences and purposes they serve.</p>	<p>in a variety of courses. In Writing for the Mass Media, students produce a set of stories, with a focus on writing “hard news” stories and leads. Some stories require original reporting, including interviews. In Neighborhood News Bureau, students report and write several stories throughout the semester. In Magazine Article/Feature Writing, 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>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. 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><b>stories</b> was 82%. The median was 90%. The low score was 15% and the high score was 100%. (n=7).</p> <p>In the Fall 2017 section of <i>Magazine Article &amp; Feature Writing</i>, the mean score on the <b>In this assignment, students write original 1,200-1,500 word feature story based upon original reporting. Assessment is based up</b> was 0%. The median was 0%. The low score was 0% and the high score was 0%. (n=13).</p> <p>In the Spring 2018 section of <i>History and Principles of Communication Law</i>, the mean score on the <b>Topical Essay</b> was 90%. The median was 96%. The low score was 67% and the high score was 100%. (n=30).</p> <p>In the Spring 2018 section of <i>Neighborhood News Bureau</i>, the mean score on the <b>Five Publishable News Stories</b> was 98%. The median was 98%. The low</p>	<p>get them to understand the collaborative nature of the newsroom and other communication work environments.</p> <p>Students not only performed amazingly well, they also were able to assess their own learning on a critical assessment I gave to them. They all reported on the great balance of challenging materials, complex topics and great learning environment. I believe this class has repeatedly proven itself well-balanced and up-to-date to all topics we covered. The students understand its complex and demanding nature and feel challenged to step up and perform to their maximum capacity. The results of both assignments and self-critiques support this argument.</p> <p>I would focus more on editing or perhaps separate editing out as a separate assignment because it</p>
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## 2. Communication Skills

		<p>score was 95% and the high score was 100%. (n=20).</p> <p>In the Spring 2018 section of <i>Beginning Reporting</i>, the mean score on the <b>Final Article</b> was 87%. The median was 90%. The low score was 29% and the high score was 100%. (n=25).</p> <p>In the Spring 2018 section of <i>ST: Special Topics in Food Communications</i>, the mean score on the <b>Reflection Paper</b> was 92%. The median was 95%. The low score was 78% and the high score was 100%. (n=25).</p>	<p>always tends to take second place to the reporting and writing aspect of an article.</p> <p>After testing different ways to organize the class in groups and geographical beats, we found out that, until our program provides multimedia reporting skills to all students before they reach NNB (we will start offering those in spring 2018, so it should take at least another year for this to be resolved), the best way is to group students with technical skills with students that do not have them.</p> <p>I would require fewer weekly discussions and assignment a couple less podcasts to listen to. More instruction and parameters will be given for student-recorded podcasts, including a detailed rubric. I will require different techniques for content (one solo episode, one with an interview or guest co-host,</p>
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## 2. Communication Skills

and one on location).

\*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 Fall 2018 & Spring 2019
<p>3a. <b>Critical Thinking:</b> Think critically, creatively and independently.</p>	<p>3a. We position news judgment and other forms of critical thinking prominently in the undergraduate curriculum. In Beginning Reporting, assorted assignments require students to conceptualize news and feature stories and how to find sources for those stories. In Mass Communications and Society, students collect 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</p>	<p>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 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. Students will correctly identify what makes a story newsworthy, and they will compare the</p>	<p>In the Fall 2017 section of <i>Mass Communications and Society</i>, the mean score on the <b>Final Project</b> was 65%. The median was 80%. The low score was 0% and the high score was 100%. (n=61).</p> <p>In the Fall 2017 section of <i>Communication Ethics</i>, the mean score on the <b>Analysis Paper</b> was 87%. The median was 87%. The low score was 75% and the high score was 100%. (n=20).</p> <p>In the Fall 2017 section of <i>Senior Seminar</i>, the mean score on the <b>Exit Exam - Take Home</b> was 87%. The</p>	<p>I will build in more lab time next semester. I think this experience will provide more hands-on help, plus get them to understand the collaborative nature of the newsroom and other communication work environments.</p> <p>I would add a second analysis paper.</p> <p>Rather than offer two attempts on quizzes and taking the highest grade, next time I offer the course I'm going to offer two attempts but average the two scores. This will prevent students from</p>

### 3. Critical Thinking Skills

	<p>Audit.” In Senior Seminar, students blog about topics covered in class by professional journalists, human resources hiring managers and media entrepreneurs. In Writing for the Mass Media, a comprehensive final exam tests students on writing, AP style and news judgment.</p>	<p>relative newsworthiness of different parts of the same story.</p>	<p>median was 88%. The low score was 65% and the high score was 98%. (n=33).</p> <p>In the Spring 2018 section of <i>Beginning Reporting</i>, the mean score on the <b>10 Beat Notebooks</b> was 88%. The median was 90%. The low score was 71% and the high score was 97%. (n=25).</p> <p>In the Fall 2017 section of <i>News Editing I</i>, the mean score on the <b>Final Exam</b> was 82%. The median was 82%. The low score was 69% and the high score was 97%. (n=20).</p>	<p>simply taking the quizzes the first time (without penalty) as a way of getting the questions before their second attempt.</p> <p>I would spend more time exploring the interplay between writing and editing and how the skills are distinct but complementary.</p> <p>Yes, I would start the process of portfolio building earlier.</p>
<p>3b. <b>Research:</b> Conduct research and evaluate information by methods appropriate to the communications professions in which they work.</p>	<p>3b. We also assess critical thinking by way of communications research skills. In Research Methods in Mass Communications, 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</p>	<p>Students will show an understanding and application of research theory, methods, and basic stats. 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. Students will focus on a</p>	<p>In the Fall 2017 section of <i>Research Methods in Mass Communications</i>, the mean score on the <b>Final Exam</b> was 69%. The median was 70%. The low score was 0% and the high score was 100%. (n=68).</p>	<p>I will continue to refine instructional materials such as readings and recorded presentations, and be more specific in assignment guidelines to students.</p>

### 3. Critical Thinking Skills

	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.	topic and go in depth. They will demonstrate good writing skills and formulate a concise but informative presentation for their classmates. Research should be purposeful and thorough, going beyond a basic Internet search.		
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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 Fall 2018 & Spring 2019
4a. <b>Business and Entrepreneurship:</b> Understand emerging business models and entrepreneurial skills related to changes in the business of journalism.	4b. In Entrepreneurial Journalism, students incorporate new media strategies into their business plans, with an emphasis on exploring various partnership opportunities.	Plans should reflect moving beyond current market trends and demonstrate students' awareness, understanding and application of communications history.	In the Fall 2017 section of <i>Senior Seminar</i> , the mean score on the <b>Senior Seminar Portfolio</b> was 89%. The median was 90%. The low score was 80% and the high score was 98%. (n=34).  In the Spring 2018 section of <i>ST: Special Topics in Food Communications</i> , the mean score on the <b>Creation of Food/Drink Podcast</b>	In the future, I would include more specific and practical advice on researching and structuring blog posts.  Yes, I would start the process of portfolio building earlier.  I would require fewer weekly discussions and assignment a couple less podcasts to listen to. More

## 4. Civic Engagement

			<p>was 89%. The median was 92%. The low score was 63% and the high score was 97%. (n=25).</p> <p>In the Fall 2017 section of <i>Intro to Blogging</i>, the mean score on the <b>Blog Posts</b> was 93%. The median was 98%. The low score was 58% and the high score was 100%. (n=35).</p>	<p>instruction and parameters will be given for student-recorded podcasts, including a detailed rubric. I will require different techniques for content (one solo episode, one with an interview or guest co-host, and one on location).</p>
<p>4b. <b>History:</b> Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.</p>	<p>4a. The final exam in Mass Communications &amp; Society measures student knowledge of mass media history.</p>	<p>Students will demonstrate an awareness and understanding of various aspects of mass media, including radio, music, media effects, cinema, propaganda and other areas.</p>	<p>In the Fall 2017 section of <i>Mass Communications and Society</i>, the mean score on the <b>Final Exam</b> was 68%. The median was 74%. The low score was 0% and the high score was 92%. (n=57).</p>	<p>Rather than offer two attempts on quizzes and taking the highest grade, next time I offer the course I'm going to offer two attempts but average the two scores. This will prevent students from simply taking the quizzes the first time (without penalty) as a way of getting the questions before their second attempt.</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.

## 5. Multiculturalism / Diversity

## 5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2018 & Spring 2019
<p>5a. <b>Global/Cultural Diversity:</b> 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 Spring 2018 section of <i>Race, Gender &amp; Class in Media</i>, the mean score on the <b>Final Research Paper</b> was 88%. The median was 88%. The low score was 80% and the high score was 97%. (n=11).</p>	<p>Yes, I would add an additional exam to split up and more evenly divide material covered and assessed early in the semester.</p>
<p>5b. <b>Individual/Domestic Diversity:</b> 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 Neighborhood News Bureau, 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 Writing for the Mass Media, students complete multicultural projects – short stories and presentations about selected minority groups.</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. 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</p>	<p>In the Spring 2018 section of <i>Race, Gender &amp; Class in Media</i>, the mean score on the <b>Major Theory Essay Exam</b> was 88%. The median was 89%. The low score was 67% and the high score was 100%. (n=12).</p> <p>In the Fall 2017 section of <i>Neighborhood News Bureau</i>, the mean score on the <b>Multimedia Project (Podcast)</b> was 77%. The median was 80%. The low score was 0% and the high score was 100%. (n=7).</p> <p>In the Spring 2018 section of <i>Neighborhood News</i></p>	<p>After testing different ways to organize the class in groups and geographical beats, we found out that, until our program provides multimedia reporting skills to all students before they reach NNB (we will start offering those in spring 2018, so it should take at least another year for this to be resolved), the best way is to group students with technical skills with students that do not have them.</p> <p>Yes, I would add an additional exam to split up and more evenly divide</p>

## 5. Multiculturalism / Diversity

		of the group they focus on.	<i>Bureau</i> , the mean score on the <b>Multimedia Project</b> was 100%. The median was 100%. The low score was 100% and the high score was 100%. (n=20).	material covered and assessed early in the semester.
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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: **Fall 2018 & Spring 2019**

**Academic Program: Journalism & Digital Communication Bachelor of Arts**

**Person Responsible:**

**Mission of Academic Program (include URL):**

<https://www.usfsp.edu/journalism/about/mission-philosophy/>

<https://www.usfsp.edu/journalism/programs-summary/grad/>

**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]

### 1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2019 & Spring 2020
1a. <b>Ethics:</b> 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 Beginning Reporting, in which students interview one another, campus staff and/or faculty; (2) a concepts exam in Communication Ethics that tests students' ability to apply major principles and make ethical decisions in the context of actual	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. Portfolios should		

## 1. Content/Discipline Skills

	scenarios; and (3) Senior Seminar 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.	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, fro 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.		
1b. <b>Law:</b> Understand and apply the principles and laws of freedom of speech and press, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievance.	1b. 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	Students should use reason to apply principles to new facts. Students will identify key principles. They will gather appropriate supporting material and present it in a clear and 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		

## 1. Content/Discipline Skills

	<p>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>memorized facts and principles.</p>		
<p>1c. <b>Numbers:</b> Apply basic numerical and statistical concepts.</p>	<p>2b. Research Methods for Mass Communications focuses 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</p>	<p>Students will perform accurate calculations and show how to include numbers accurately and effectively in traditional news stories and alternative story forms. 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>		

## 1. Content/Discipline Skills

	measures mean and define and interpret standard deviations, p values, normal distributions, percentiles and rates.			
1d. <b>Technology:</b> 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 objective, students are also assessed on the processes they follow in completing their projects.	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.		
1e. <b>Theory:</b> Understand concepts and apply theories in the use and presentation of images and information.	1d. We assess theoretical understanding in the context of the techniques that lead to effective communication, whether verbal or visual. With	Students will show an understanding of visual communication theory but also apply color, design and visual communication theories. Students will bring		

## 1. Content/Discipline Skills

	<p>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>first-hand experience to their essays whenever possible. They will find and demonstrate connections between real-world examples and communications theories.</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 Fall 2019 & Spring 2020
<p>2a. <b>Editing:</b> Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</p>	<p>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 News</p>	<p>Students will correctly identify problems with grammar, punctuation and style, and they will provide appropriate solutions.</p>		

## 2. Communication Skills

	<p>Editing 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 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><b>2b. Visual Literacy:</b> 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 Introduction to Visual Communication. 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</p>	<p>Students will apply theories to real world cases. They will go beyond examples from the course materials in formulating their arguments. 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>		

## 2. Communication Skills

	<p>photograph of the same chosen moment and share a story with that photo.</p>			
<p>2c. <b>Writing:</b> 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 Writing for the Mass Media, students produce a set of stories, with a focus on writing “hard news” stories and leads. Some stories require original reporting, including interviews. In Neighborhood News Bureau, students report and write several stories throughout the semester. In Magazine Article/Feature Writing, 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. 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. 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>		

\*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 Fall 2019 & Spring 2020
<p>3a. <b>Critical Thinking:</b> Think critically, creatively and independently.</p>	<p>3a. We position news judgment and other forms of critical thinking prominently in the undergraduate curriculum. In Beginning Reporting, assorted assignments require students to conceptualize news and feature stories and how to find sources for those stories. In Mass Communications and Society, students collect 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 Senior Seminar, students blog about topics covered in class by professional journalists, human resources hiring managers and media</p>	<p>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 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. Students will correctly identify what makes a story newsworthy, and they will compare the relative newsworthiness of different parts of the same story.</p>		

### 3. Critical Thinking Skills

	entrepreneurs. In Writing for the Mass Media, a comprehensive final exam tests students on writing, AP style and news judgment.			
3b. <b>Research:</b> Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	3b. We also assess critical thinking by way of communications research skills. In Research Methods in Mass Communications, 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.	Students will show an understanding and application of research theory, methods, and basic stats. 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. 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. Research should be purposeful and thorough, going beyond a basic Internet search.		

\*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 Fall 2019 & Spring 2020
4a. <b>Business and Entrepreneurship:</b> Understand emerging business models and entrepreneurial skills related to changes in the business of journalism.	4b. In Entrepreneurial Journalism, students incorporate new media strategies into their business plans, with an emphasis on exploring various partnership opportunities.	Plans should reflect moving beyond current market trends and demonstrate students' awareness, understanding and application of communications history.		
4b. <b>History:</b> Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	4a. The final exam in Mass Communications & Society measures student knowledge of mass media history.	Students will demonstrate an awareness and understanding of various aspects of mass media, including radio, music, media effects, cinema, propaganda and other areas.		

\*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 Fall 2019 & Spring 2020
5a. <b>Global/Cultural Diversity:</b> Demonstrate an understanding of the diversity of peoples and cultures and of the	5a. Certain special topics courses focus on assessing students' understanding of global diversity, especially via papers and	Students will demonstrate thoughtful reflection on how diversity issues are presented. They will consider alternative		

## 5. Multiculturalism / Diversity

significance and impact of mass communications in a global society.	presentations.	viewpoints and provide synthesis when feasible.		
<b>5b. Individual/Domestic Diversity:</b> Demonstrate an understanding of gender, race/ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.	5b. In Neighborhood News Bureau, students write 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.	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 tend to be underrepresented. Students will be able to discuss thoughtfully what they learned, what surprised them and what they need to learn more about in terms of the group they focus on.		

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