Academic Learning Compact: 2012-2013

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USFSP
ST. PETERSBURG

Academic Learning Compacts
BA Mass Communications & Journalism

2012 – 2013
Due: May, 2013

Academic Program-linked College Mission-based Goals/Objectives

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

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

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Academic Learning Compacts
BA Mass Communications & Journalism

Signature Page for Academic Program

Academic Program: JOURNALISM & MEDIA STUDIES

Chair: _____   Date: _____

Summary Statement – Academic Program Performance in 2012-13
Provide a summary statement about academic program performance over the previous year including high points and low points.

This report represents our first attempt to draw more formal ties between our accreditation work and our academic learning compacts – an effort we're extending across our programs. ACEJMC, our professional accrediting body, identifies 12 foundational competencies to which all journalism programs should teach. These competencies include communication skills, critical thinking, research, numbers, and diversity. They inform many aspects of our curricula, from the makeup of our courses to our assessments. And, we have found that they map naturally to the five ALC categories. With this in mind, we have structured our goals, assessments and criteria for success around our professional competencies. We've also reported findings and implications from this past academic year by matching previously-identified goals and assessment categories with the results from specific assessments tied to the same underlying competencies.

We believe the result is an integration of ALC and accreditation reporting that will make both efforts stronger. Once specific benefit we see is the ability to more easily ensure alignment between our competencies – the goals and objectives we teach to – and the assessments we use to measure those competencies.

Using professional competencies as a driving force in our assessment efforts has had several implications on how we report results and even structure our assessments. First, to streamline data collection and develop a more rigorous focus, we've decided on two "target" competencies for every course in each of our programs. Courses can teach to more than these two competencies, but these are the ones for which we collect assessment data. By reviewing how competencies are covered across each program, we have been able to ensure that this approach does not result in any "gaps" – all competencies are measured and tracked in multiple courses.

We have also recognized a need to expand on the core competencies prescribed by ACEJMC. With the rise of multimedia reporting, video-based news consumption and interactive infographics, the curricula across our programs have shifted toward a stronger emphasis on *visual literacy*, so we now treat this as a separate competency. Similarly, the seismic shifts on the business side of the news industry have lead us to define a competency specifically in *business and entrepreneurship*. We believe the adoption of these extra competencies may even help our accrediting body expand more rapidly to account for these critical instructional topics.

Summary Statement – Impact of Changes Made in 2011-12

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.

Academic Learning Compact: 2012-2013

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Academic Program: JOURNALISM & MEDIA STUDIES

Person Responsible: _____

Mission of Academic Program (include URL):

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/	Criteria for Success	Findings	Plan for Use of Findings in

	Corroborating Evidence*			2013-14
1a. Students will demonstrate an understanding of journalism ethics, law, history, theory and will gain knowledge and understanding from targeted efforts in various classes.	1a. A culmination exam in Senior Seminar, which every student takes during their last semester in the program. The exam requires ethical, legal and professional analysis and decision-making, and understanding of historical/theoretical context. Students demonstrate awareness of contemporary issues affecting news decisions, such as the media industry's shifting economic structure, legal and professional analysis and decision-making, and understanding historical and theoretical context. Students are also tested in this knowledge through law and ethics classes, with papers	1a. We have consistency issues in law and ethics because of retirements and sabbaticals. The law replacement is an excellent adjunct who has taught for us before. The ethics replacement had not taught ethics at this university before (and he will be on sabbatical for the next semester). Further, the ethics course is taught online and on campus, depending on the circumstances. This also makes for consistency issues. Students, however, in either course no matter how it is taught must demonstrate knowledge of relevant principles, approaches and knowledge in law and ethics to enable them to identify, examine, and discuss problems or issues encountered in the exam and suggest solutions, or approaches to solutions. Further, they will, where appropriate, be able to identify and discuss appropriate journalistic theoretical and historical context of the problems or issues encountered and explain how that context has changed over time.	Of the total students in the spring semester of Senior Seminar, 16 showed a clear understanding of how to apply job skills and preparation for interviews to secure jobs in the market. There was enthusiasm throughout in terms of building portfolio's and resume's showcasing work to submit to media organizations. Hearing from working journalists provided first-hand, up close knowledge that students preferred over talking basically with persons outside the workforce.	Finding ways to build in more contact with working journalists and other media professionals might further enhance this capstone experience. Possibly, some of these interactions could be arranged via Skype or some other electronic meanings, giving students a chance to "meet" folks they might otherwise have a chance to encounter.

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	and projects.			
1b. Students will create appropriate materials for a substantial and varied professional portfolio, even if journalism isn't their main career goal.	1b. Students complete a cumulative portfolio in Senior Seminar, the capstone class. The portfolio is either a freestanding website or an on-line blog and comprises a professional resume; statement of career objectives; a job-application letter and packet; and representative samples of news writing; editing; design, photography and other visual communication content; and other areas of journalism and media performance. Faculty evaluate portfolios, but professionals outside the university	1b. Students will demonstrate proficiency as defined by agreed upon departmental and professional standards in journalistic and media content endeavors as collected from materials they produced in and out of school (as part of their internships, for example) during their time in the department. These standards include, but aren't limited to, topic choice, sources, design, organization, structure, dissemination (if appropriate), style, grammar, visual appeal, and tone.	Of the 26 students in class, 22 received the highest score of 25. The guidelines for developing the portfolio were followed by all students except two who did not complete the assignment timely. The two students who received less than 25 (16 and 20) had good overall class presentations but one did not submit the final portfolio through Blackboard as instructed and received a penalty; the other did not proof resume included and was	A more rigorous rubric might be considered to differentiate between students who meet the assignment requirements and those who do exemplary work.

	often provide feedback.		graded down.	
1c. Students will Identify and analyze legal and ethical issues in the current highly volatile technological environment.	1c. The department has both law and ethics courses for undergraduate students. Those courses have papers, tests, and projects that assessment student progress in these areas. The Senior Seminar course has an exit exam that also plays a part in this assessment. The department has been a leader in the country among journalism programs integrating digital technologies, and it continues to add to this area (most recently with social media classes). Law and ethical issues are a part of these new media courses, and assessed through projects, papers, and	1c. Students demonstrate understanding of basic principles of law and ethics as they apply to journalism and journalism and the new technologies. At minimum this means knowledge of the foundations of ethics, theories, case studies, and application of principles and concepts in real-life journalistic situations. It means understanding the underpinnings of constitutional law that applies to journalism and media, including the First Amendment, knowledge of at least the most significant legal decisions affecting journalism, and ability to apply legal decisions to current news and media events and situations. And, it means having an awareness of how traditional journalistic law and ethics can and cannot be applied to the so-called new media.	In Communication Ethics, percentage of scores ranged from 71-100 on a scale of 100 per cent. 2 per cent were in the lower range; 10 per cent in the middle range; the remainder (88%) met the competency in the upper range (B or A grade). In the Fall 2012 session of Law, students did uniformly well on the topical essay assessment, reflecting writing and organization skill and basic research skills; as this is primarily a comprehension and analysis course, writing	From the results in Communication Ethics, in the next round of assessment, I will implement the following: (1) earlier tracking of writing, through classroom and out of classroom assignments. (2) increased utilization of graduate assistant in working with students to identify potential problems in mastering major concepts.

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	tests. JMS uses a range of classes in and out of these specific areas to assess student work according to agreed upon departmental standards.		skills apparently have been honed by other parts of the curriculum. In the spring 2013 session, the 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 of student critical thinking. Revision of optional topic choices to spur	

			more provocative discussion may be appropriate for future classes.	

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

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
2a. Students will demonstrate ability to create multi-media news and other multi-media content consistent with agreed upon standards.	2a. Students create a portfolio during Senior Seminar that includes their news media and other work, including internships, during their time in the program. This is evaluated by the instructor in Senior Seminar and discussed among faculty. Students also complete journalistic assignments in up to four or five journalism writing classes, and produce media content for photography, video, design, and	2a. All student work must meet professional and/or agreed upon department standards in each of the areas assessed. The student portfolios are essentially high-powered resumes and display the best of the students' work throughout their time here. Class assignments are far more variable, as our students produce hundreds upon hundreds of articles, photographs, videos, web pages, digital design elements, and so forth each semester. While it's not our intention to make every piece of work a party in this analysis, our faculty do discuss and assess student work in general at various points each semester. We use the results of those discussions as part of our ALCs. Their work must meet professional or agreed upon	In the spring 2013 session of Neighborhood News Bureau, as the semester progressed, students clearly identified sources within the community for newsworthy story ideas much better. In addition, assignments were closer to publishable format upon first submission. Deadlines were met with few exceptions.	In Writing for the Mass Media, requiring revisions for at least some of the news stories may provide helpful practice with this step in the writing process and improve overall writing by the end of the term. In the final essays for the spring 2013 session of Intro to Visual Communications, a few excellent students could apply theories to the real world cases. I'd

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| | production classes. | departmental standards, and our goal is for students to produce publishable materials. | In the fall 2012 session of Writing for the Mass Media, a wide range of writing abilities was observed. Those that started the class strong stayed that way. Those with weaker writing skills improved overall, though it's somewhat difficult to gauge how significantly. Our focus on clear, concise, precise writing seemed to resonate for students, though their ability to apply this to their writing assignments was . Students were offered an opportunity to | encourage more of those applications if teach this again. For the capture the moment exercise in Intro to Visual Communications, I'd think it would be more meaningful to have a summary at the end of the project, reminding students of the purpose of the project and the power of visuals in communications. |

			revise to earn back partial points based on feedback on their work. About half took advantage of these opportunities and, by and large, the revised versions showed significant improvements. There is also a strong critical thinking component to this measurement, namely, the ability to show good news judgment by selecting and structuring information (writing strong leads and sticking to the inverted pyramid format). Based on their writing and postmortem discussions, students did quite well on this front. Overall, I would	

			say they left the class with stronger news judgment than writing skills, the former being a difficult area to improve upon in just a few months. In the final essays for the spring 2013 session of Intro to Visual Communications, many students focused merely on visuals' role in storytelling while being asked to compare visuals and words used in journalism. I'd put some emphasis on the question's key words next time so that more students can pay better attention to the question. Students	

			have struggled to relate visual communication theories to real life examples. Many of them used examples from the course materials in their argumentation, which was fine but not ideal.	
2b Students will conduct journalistic research, employing tools based in traditional and online reporting and other methods that meet agreed on departmental and/or professional standards of quality at the appropriate level.	2b Students are assessed on their research skills in most classes; however, the department created the required undergraduate research methods class expressly for this purpose. Focus depends on instructor, but the fundamental goals and objectives remain the same. The class has two or three dedicated assignments that indicate student competence in these	2b Students complete the relevant assignments (employing journalism research methods, including basic and other tools such as surveys, reading budgets and annual reports, searching public records, etc.) with a competency that meets or exceeds departmental and/or professional standards, which are consistent and commonly acknowledged. Successfully completed assignments, as assessed by the instructor, and evidence of mastery of journalistic research methods as evidenced by successful completion of class assignments and work included in the final portfolios in the Capstone Course. Further, the Research Methods class has a unit, with assignments, of academic research.	In the spring 2013 session of Research Methods in Mass Communications, the average score on the final was 83%, with 11 students achieving perfect scores. Three students did not complete the final, affecting the overall performance.

In the spring 2013 session of Research Methods in Mass Communications, | The final exam in Research Methods in Mass Communications will change next semester to include a mix of close- and open-ended questions, add more questions, create pool of questions so that some questions vary from student to student for security reasons.

In Research Methods in Mass Communications, the numbers quiz will be revised. The |

	areas and they constitute assessment for this outcome.		the numbers quiz resulted in a high score of 50, low score of 30 and mean of 46.28. All students who took the quiz got passing grades.	revisions include switching to close-ended questions, adding new questions, developing a pool of questions that Canvas will select from randomly so no 2 quizzes get the exact same questions. This will keep the quiz fresh and will ensure students can't share questions and answers while taking the quiz (since this is an online class and students take the quiz unsupervised).
2c Students will attain the necessary skills and meet the necessary standards to master and/or understand technology required	2c JMS courses, just as the media industry, increasingly employ new technologies to explore, create, organize, display,	2c This knowledge and these skills are measured in a variety of courses. All students, however, must demonstrate the basic knowledge and skills required to produce a multi-media digital portfolio of their work in Senior Seminar. Beyond	In the Fall 2012 session of Infographics, students generally did a better job on their final news graphic projects	Going forward for Infographics, I'd introduce the final project's requirements earlier in the semester next time, and maybe

for the field and at play in the field.	present, and disseminate news and media materials, as well as facilitate interaction among citizens and between people and news and other media organizations. Students can no longer learn how to report and writes, but must also be knowledgeable about a range of media technologies. Most JMS courses focus on multi-media production, and specific courses focus on specific technologies, including social media, photography, video storytelling, web production, and convergence. Students will show evidence of having learned the necessary skills to at create and maintain webpages (at least by using	that, various classes have specific measurements for each of the other requirements for technological competency. These consist of projects and assignments that test students in photography and video production competencies, as determined by departmental and professional standards; in web production, as determined by departmental standards; in convergence or multi-media platform production, as determined by departmental standards; in knowledge of and basic skills in analysis of use of social media, as determined by course standards; and in knowledge of the theories and approaches to visual communication, as determined by course standards.	than in their other assignments, partially because they have more time researching for and creating their final projects.	build the regular assignment into the creation of the final project. With more specific requirements on must-have components, they seemed to have a clearer direction than before in terms what to do. The drawback though is they all aim to infographics for magazines. Maybe next time, I'd give them or remind them of more media options. It's a challenging class for journalism students who are not used to visual thinking and storytelling. They developed technological stills in this class, specifically vector image creation though Adobe Illustrator. Students

| | templates), produce and manipulate images, create basic designs, and produce cross-platform media information. They will at least be able to create a multi-media portfolio of their JMS work. | | | also faced other challenges, such as research, news writing and editing, using numbers and critical thinking. I hope more students would take this course and use the skills into their news reporting courses and internships. |

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

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
3a. Students will demonstrate the ability to think critically and imaginatively when systematically anticipating, identifying, analyzing and resolving ethical, legal, practical and	3a. Two required "foundation" courses -- Media Ethics and Media Law -- focus on critical thinking skills through readings, reports, examinations and research papers. Most courses in the program, however,	3a. Demonstration of intellectual abilities associated with critical thinking (including examining, applying, conceptualizing, analyzing, synthesizing, appraising) to address and/or resolve issues with clarity, discipline, reason, and creativity in accordance with agreed upon departmental standards. Students exhibit through papers, discussions, projects, and culminating	In the spring 2013 session of Mass Communications and Society, the average score on the My Media Audit was 21 out of 25 possible points, or 84%. 83 students scored an A, 69 a B, 17 a C	After four years of development, My Media Audit data collection project worked extremely well this semester. Despite complexities of project, there were very few glitches, student engage was

other professional and academic problems or issues.	address critical thinking skills, including research methods, beginning reporting, visual communication, mass communications and society, and various skills and concept classes. Critical thinking is one of the major assessments of the culminating exam in Senior Seminar. These are all evaluated by the relevant instructors based on standard criteria.	exam the ability to examine, conceptualize, apply, analyze, synthesize and appraise issues and problems related to a range of elements in news and media, and in academic and other research. Some areas evaluated by grades on specific assignments. Student performance also evaluated at a program level in faculty discussions in which faculty members assess classes and determine how students' critical thinking efforts can be improved.	and 21 a D or lower.	very good and student response was favorable.

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

4. Civic Engagement:

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2013-14
4a. Students will demonstrate awareness of human, educational, environmental and	4a. Through a variety of classroom experiences, students participate in projects, activities, and assignments that	4a. Students participate in formal and informal civic engagement activities in two required and other classes, and through journals, papers, and other reporting mechanisms in which they recount experiences; research,	In the spring 2013 session of Mass Communications and Society, the average score was 76%. 55 students	

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other similar needs of the community and through the community the public at large. In doing so, they will tell untold stories, create awareness between politicians and the community, give voice to those reluctant to speak out on their own through responsible community journalism, as enhanced by civic engagement projects	require civic engagement, including working with community groups, non-profits, and other organizations on a range of community-oriented issues. In some classes, students solicit proposals for grants, assess them, and award funding. Most of these activities require journals, papers, or other reporting mechanisms, which faculty members evaluate. These instructors then discuss the activities and their merit with the rest of the faculty. Students will use many of the same principles in developing stories	analyze, and report community issues; note successes and address ways to overcome failures; produce in-house and publicity materials; and engage in other activities, practices demonstrating awareness they gained in civic engagement experiences. Efforts in these activities result in more knowledge and understanding of communities and their residents and ideas about challenges and triumphs from these communities. Ideally, this makes for better journalists and citizens. It also should manifest in stories, articles, projects and papers they produce in other classes. These should clearly demonstrate characteristics associated with sensitivity, diversity, cultural awareness, etc. Assessment done by instructors in relevant courses.	earned an A, 43 a B, 62 a C and 32 a D or lower. The final exam is an imperfect measure of historical knowledge alone. This is because history of mass media is unavoidably integrated with many other facets of study. However, the final exam is generally reflective of their historical knowledge since so many of the questions relate to historical aspects. Because it covers so much material, the final exam tends to be extremely challenging for many students.	

	and projects in other classes as well.			

*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 2013-14
5a. Students will demonstrate professional roles and responsibilities to identify and address issues of concern (community knowledge, prejudice, stereotyping, inclusion, crime, schools, businesses, etc.) in the diverse communities served by journalists.	5a. Students in NNB report from the Midtown community and provide stories, features, and photographs to local news outlets and its website. Most other courses have a diversity /multiculturalism component in which students address community issues related to prejudice, stereotyping,	5a. Student articles and stories in NNB and other classes reflect awareness of community/diversity/multicultural issues they get through the program. They will show, among other things, awareness and knowledge of issues relevant to the communities reflected in the types of articles they choose to write or content they choose to create, the range of sources cited and other measures of inclusiveness, the sensitivity to portrayals of underrepresented groups, the descriptions and	In the fall 2012 session of Neighborhood News Bureau, all students received full credit on their profile stories. The students were challenged to think outside the box in making the stories creative but factualy. In working with the fifth graders, our students were able to achieve all goals in making friends with	The success of the NNB profile story activity points to the need to explore more partnerships with community schools and organizations to assist students in forming connections between their course work, their neighborhoods and their work beyond college.

	inclusion etc. Students in several classes participate in civic engagement projects that require learning about communities and their issues. Senior Seminar includes a culminating exam that addresses student knowledge in community and diversity issues and their portfolios demonstrate that knowledge and awareness in the published and other work they've done. Course instructors assess all these, and bring up these issues in faculty meetings.	approaches, the tone, and other agreed upon standards and guidelines for creating news and media content that met minimal departmental and/or professional standards for diversity. Faculty evaluators use papers, projects, journals (often from participation in civic engagement projects) to determine student knowledge of communities and community issues.	the young students and getting them to talk about their life styles. Students, JMS and fifth graders, bonded; a media presentation of the stories was shown to the fifth and third graders at the Christian school. This assessment increased awareness for our students of some of the activities African-American students address daily and how families vary. Our goal to get our students out of their comfort zone was achieved, better preparing students for a career in journalism. In the spring 2013 session, most students earned 45 points (out of 50).	

			Overall, the students were first reluctant to take on this assignment but generated newsworthy stories. Three profiles were published; others would have been eligible to publish had the students submitted rewrites by deadline but did not.	

*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: 2013 – 2014

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Academic Program: JOURNALISM & MEDIA STUDIES

Person Responsible: _____

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
1a. **Ethics:** Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	1a. **We 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	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		

	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.	the class. 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, 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. **Law:** Understand and apply the principles and laws of freedom of speech and press, as well as receive instruction in and understand the range	1b. We assess students' understanding and application of the principles of communications law	1b. Students should use reason to apply principles to new facts. Students will identify		

| 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. | 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 | key principles. They will gather appropriate supporting material and present it in a clear and concise fashion, not merely reading from slides but engaging with their audience.

Students will apply deductive reasoning to respond to novel information, rather than merely parroting back memorized facts and principles. | | |
| --- | --- | --- | --- | --- |

	of fact scenarios for legal issues and solutions thereto.		
1c. **Technology:** Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.	1c. We provide opportunities to learn emerging digital tools via a range of media production courses, including Web publishing, video storytelling, photojournalism and graphic design. This part of the curriculum focuses on project-based assessments, for example, the creation of a short video documentary, an infographic, or a functional website. Though students' resulting work is a key aspect of evaluation for this 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.	
1d. **Theory:** Understand concepts and apply	1d. We assess theoretical	Students will show an understanding of	

theories in the use and presentation of images and information.	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	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 communications theories. | | |

technology.				

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 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 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	Students will correctly identify problems with grammar, punctuation and style, and they will provide appropriate solutions.		

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	actual passages from the news in a series of style quizzes.			
2b. **Numbers:** 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	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.		

	mean, median, rates, percent and percent change, and explain what the following measures mean and define and interpret standard deviations, *p* values, normal distributions, percentiles and rates.		
2c. **Visual Literacy:** Understand and apply visual theories and related design techniques.	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	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.	

	photograph of the same chosen moment and share a story with that photo.			
2d. **Writing:** Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	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*	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,		

	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.	showing particular mastery of the inverted pyramid form. They will show good news judgment by selecting and structuring information.		

*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 *Beginning Reporting*, assorted assignments require students to conceptualize news and feature stories and how to find	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.		

	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 entrepreneurs. In *Writing for the Mass Media*, a comprehensive final exam tests students on writing, AP style and news judgment.	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.	
3b. **Research:**	3b. We also assess	Students will show	

Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	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.	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.		

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."
*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 *Mass Communications & Society* 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 *Entrepreneurial Journalism*, 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.

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in 2014-15
5a. **Global/Cultural Diversity:** Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	5a. Certain special topics courses focus on assessing students' understanding of global diversity, especially via papers and presentations.	Students will demonstrate thoughtful reflection on how diversity issues are presented. They will consider alternative viewpoints and provide synthesis when feasible.		
5b. **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	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	Students will expand their comforts zones. They will purposefully plan, report and write a story that might be published. They will balance creativity with the need to present factual information.		

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

communications.	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 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.

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

Academic Learning Compact: 2012-2013
". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

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