



PART II:  
**STANDARD 3**  
**ASSESSMENT OF**  
**LEARNING OUTCOMES**

# Part II: Standard 3, Assessment of Learning Outcomes

## EXECUTIVE SUMMARY

With the hiring of a new associate dean for undergraduate affairs in December 2019, the assessment of ACEJMC's core values and competencies was completely updated and revised. Students in the College now demonstrate their competency in these core values using three direct and three indirect measures.

### The direct measures are:

- **Senior Examination or Senior Learning Assessment**
  - This is a 50-question multiple-choice exam that's given to graduating seniors every spring semester that assesses their breadth of general knowledge in their chosen field. Thirty-five questions are the same for all majors and 15 are major-specific. Five questions deal with each of the 10 ACEJMC core values.
- **Capstone Projects Evaluated by Industry Professionals**
  - Each of the four departments – Advertising, Journalism, Public Relations and Media Production, Management, and Technology (MPMT) — has a capstone class (or capstone classes) in which students produce a final project, which is then evaluated by industry professionals. The industry professionals are mainly members from each department's advisory council and a few professionals who are not on the advisory council.
- **Student Internships Evaluated by Supervisors**
  - Students are evaluated at the end of every semester by their internship supervisors, who fill out a form on Qualtrics or similar software.

### The indirect measures are:

- **Student Awards**
  - CJC students' competency in the ACEJMC core values is reflected by the myriad of awards they win each year in all four departments.
- **Graduation/Exit Survey**
  - Every senior is required to complete the CJC graduation survey as a condition for graduation. The survey helps the faculty better understand what students have learned in their major, what experiential experiences and internships they had, what student organizations they've been a part of, how they feel the major prepared them for a career, whether they have accepted a job in the field, what they think the strengths and weaknesses of the college are, and so on.
- **Job Placement**
  - In March 2020, the College created the Office of Careers and Corporate Partnerships (OCCP) to help students better navigate the transition between the College and a career. Thanks to the efforts of the OCCP, the job placement of students has been growing every year (see Standard 6).

Results of both the direct and indirect assessments are detailed in this report.

The findings of these six assessment tools have spurred discussion within the College's Curriculum and Teaching Committee, the faculty as a whole and the department advisory councils. This has led to a myriad of curriculum and program changes. Some of the most pertinent ones are:

- Each of the four departments created its own course dealing with inclusion, diversity, and equity. These include Multicultural Advertising; Media, Culture, and Identity in Journalism; Islam, Media, and Popular Culture in Media Production, Management, and Technology; and Diverse Voices in Public Relations.
- The Department of Advertising inaugurated a Creative Advertising Certificate and developed three new courses (Creative Portfolio 1, Creative Portfolio 2 and Creative Portfolio 3) to incorporate into this certificate.
- The Department of Public Relations created two new tracks – Public Interest Communication and Corporate – to give students more focused training so they can further increase their job readiness.
- The Department of Journalism added three new courses in Data Journalism (Advanced Data Journalism, Data Visualization, and Sports Data Journalism), bringing the total of Data Literacy/Analytics classes to five, making it one of the largest data journalism programs in the country.
- The Department of Media Production, Management, and Technology added another layer of production classes; students are required to take at least one. Options include: Cinematography, Editing, Screenwriting and Documentary. These classes resulted in much more sophisticated and polished capstone film projects.
- The development of new courses reflect the media industry's current trends and demands and will ensure students are best prepared for the modern workforce. Courses include Artificial Intelligence in Media and Society; Branding and Social Media; Social Media Analytics and Strategy; Data Visualization and Mapping; Advertising and Artificial Intelligence.

**1. Provide a web link to the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.**

The College of Journalism and Communications has a comprehensive assessment plan that was unveiled in early 2020 with the arrival of the new associate dean for undergraduate affairs. The plan has been posted on the College's website and can be [found here](#).

Two new Direct Measures and one new Indirect Measure of Assessment were added in early 2020 — the Senior Examination (renamed Senior Learning Assessment) and Capstone Projects Evaluated by Industry Professionals, and Job Placement, respectively. These measures complement the ones that were already in place – student internship evaluations by supervisors, the graduation survey, and student awards.

The **Senior Learning Assessment** was conducted for the first time in Spring 2021 and then again in Fall 2021. Since then, it has been done every spring semester as the number of students graduating in the spring far outnumbers those graduating in the summer or fall, providing more reliable results.

The **capstone projects evaluated by professionals** have been systematically done every year since academic year 2020–2021.

**Student Internship Evaluations** are completed by a supervisor every time an internship is completed and department chairs look at these before they assign the student a grade. The summer internship data is the one that the chairs and the Curriculum and Teaching Committee pay most attention to as it is the semester when most internships are done.

Every graduating senior is required to complete a **graduation survey** as a condition for graduation. This is done every semester, but the chairs and the Curriculum and Teaching Committee pay most attention to the spring semesters, which have the highest number of graduates.

CJC students' competency in the ACEJMC core values is reflected by the myriad **student awards** they win each year in all four departments.



The **job placement** of graduating students grows every year thanks to the efforts of the Office of Careers and Corporate Partnerships that was opened in March 2020.

**2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.**

The mission of the College of Journalism and Communications is to prepare students for leadership roles in advertising, journalism, media production/management/technology, and public relations. CJC collaboratively combines theory, research, experiential learning, practical training and creativity to provide solutions that add value and improve the lives of the College's diverse stakeholders. The College is committed to a diverse and inclusive environment, preeminent scholarship, cross-disciplinary education, superior skills development, and collaboration spanning the science and practice of communication to produce significant societal impact on a local, state, and global scale.

Toward that end, Student Learning Outcomes have been based on the 10 new ACEJMC core values and competencies since their implementation in 2021–2022, and on the 12 ACEJMC core values and competencies before that.

The University of Florida is also accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Student Learning Outcomes for that organization, which supplement ACEJMC core values. They are:

- **Content knowledge**
  - Concepts, theories, histories, tools, trends.
- **Critical thinking**
  - Gather information, analyze audience insights, conduct research, get insight from research, synthesize, analyze problems, produce projects that demonstrate creativity and understanding.
- **Communication**
  - Writing, audiovisual skills, teamwork, oral presentations.

**3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide end-of-year assessment reports. If there are multiple reports from the review period, summarize the findings and make the reports available in a separate digital file.**

The CJC employs three Direct and three Indirect Measures to assess how well students learned, understood, and would be able to retain the ACEJMC core values and competencies.

The Direct Measures are:

- Senior Learning Assessment
- Capstone Projects Evaluated by Industry Professionals
- Student Internship Evaluations by Supervisors

The Indirect Measures are:

- Student Awards
- Graduation/Exit Survey
- Job Placement

## DIRECT MEASURES

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### SENIOR EXAMINATION / SENIOR LEARNING ASSESSMENT

In reworking the assessment measures, the associate dean for undergraduate affairs, along with the Curriculum and Teaching (C & T) Committee that he chairs, reviewed the ACEJMC self-studies of many journalism and communications colleges and found that a number of them employed a Senior Examination as a Direct Measure of Assessment. The committee decided that this would also be a good measure for the College.

In 2021–2020, ACEJMC had 12 SLOs, and upon studying these 12 core values and competencies, the C & T Committee concluded that nine of the 12 core values were the same for all four departments, and three were department specific. The three department-specific SLOs were: SLO 2: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications; SLO 8: Conduct research and evaluate information by methods appropriate to the communications professions in which they work; and SLO 12: Apply tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Also, it was decided that SLO 7: Think critically, creatively, and independently was better evaluated by another Direct Measure (Capstone Projects Evaluated by Industry Professionals), so that wasn't included in the Senior Examination.

The Curriculum and Teaching Committee then identified the courses that corresponded with each SLO and the professors of these courses were asked to provide a pool of 10 questions for each SLO. The associate dean then selected four to five questions for each SLO to make up the 50-question multiple choice exam. Because CJC has a pool of 10 questions for each SLO, the questions can vary each time CJC administers the exam.

As was mentioned above, nine of the SLOs assessed in the Senior Examination were college-wide, and three were department-specific. As a result, 35 of the 50 questions were the same for all CJC students and 15 questions were specific to the student's major. In total, there were six different exams: one for the Department of Advertising; one for the Department of Journalism; one for the Department of Public Relations; and three for the Department of Telecommunication (renamed the Department of Media Production, Management, and Technology on June 28, 2021) to accommodate the department's three sequences – Digital Film and TV Production; Management and Strategy; and Media and Society.

The Curriculum and Teaching Committee then contemplated how to best administer the Senior Examination. It was decided that the Senior Examination would be done online and that students would have two continuous hours during a two-week window toward the end of their graduating semester in which to complete it. The students were told through an email that they must do this Senior Examination as a condition of graduation and that it will not count for a grade, but that they will need to complete it or there will be a hold on their student record. They were also told that they do not need to study for this exam, but just make sure they are well-rested when taking it and give it the attention it deserves. That way, the Curriculum and Teaching Committee felt that they could get a better sense if the students learned, understood, and were able to retain the ACEJMC's core values and competencies since the students had nothing to gain in terms of grades or extra credit from doing it.

The College wants to ensure that its students internalize these 12 ACEJMC core values so that they can carry them forward into the industry and their professional media careers.

In July 2021, ACEJMC revised their core values and competencies and decreased the number from 12 to 10. The Senior Examination was also updated to reflect this change. Having 10 SLOs as opposed to 12 made structuring the Senior Examination easier because now CJC can have 5 questions designated to each SLO. As before, 35 of the 50 questions (representing seven SLOs) were the same for all CJC students, and 15 questions (representing three SLOs) were major specific. The three major, specific SLOs are: SLO 2: Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;

SLO 7: Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work; and SLO 10: Apply tools and technologies appropriate for the communications professions in which they work.

The Senior Examination was first conducted in Spring 2021 and subsequently in Fall 2021, Spring 2022, Spring 2023 and Spring 2024.

Below are the results of the latest (Spring 2024) Senior Examination/Senior Learning Assessment. Copies of the Spring 2021 and Spring 2024 exams are [available here](#), and the results of the Spring 2021, Fall 2021, Spring 2022 and Spring 2023 Senior Learning Assessments are [available here](#).

## SPRING 2024 SENIOR LEARNING ASSESSMENT RESULTS

### THE ACEJMC SLOS (Revised 07/2021)

The Accrediting Council on Education in Journalism and Mass Communications requires that graduates of accredited programs be aware of certain core values and competencies and be able to:

1. Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
2. Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
3. Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
4. Present images and information effectively and creatively, using appropriate tools and technologies;
5. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
7. Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
8. Effectively and correctly apply basic numerical and statistical concepts;
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. Apply tools and technologies appropriate for the communications professions in which they work.

### WHAT QUESTIONS DEAL WITH WHAT SLOS

35 of the questions (for seven SLOs) were identical for all students in the College and 15 questions (for three SLOs) were major-specific.

|         |                 |                |
|---------|-----------------|----------------|
| SLO 1:  | Questions 1-5   | College-wide   |
| SLO 2:  | Questions 6-10  | Major-specific |
| SLO 3:  | Questions 11-15 | College-wide   |
| SLO 4:  | Questions 16-20 | College-wide   |
| SLO 5:  | Questions 21-25 | College-wide   |
| SLO 6:  | Questions 26-30 | College-wide   |
| SLO 7:  | Questions 31-35 | Major-specific |
| SLO 8:  | Questions 36-40 | College-wide   |
| SLO 9:  | Questions 41-45 | College-wide   |
| SLO 10: | Questions 46-50 | Major-specific |

## AVERAGE SCORE PER MAJOR AND CJC OVERALL

|  | College<br>(392<br>students) | ADV<br>(112) | JOU<br>(90)  | MPMT-<br>DFTP<br>(46) | MPMT-<br>MAN<br>(11) | MPMT-<br>MES<br>(25) | PR<br>(108)  |
|--|------------------------------|--------------|--------------|-----------------------|----------------------|----------------------|--------------|
| <b>SLO 1</b><br>(Questions 1–5)                        | <b>82.1%</b>                 | 85%          | 81.8%        | 81.2%                 | 81.8%                | 80%                  | 80.4%        |
| <b>SLO 2</b><br>(Questions 6–10,<br>major– specific)   |                              | 97.6%        | 81.2%        | 79.4%                 | 91%                  | 83.2%                | 72%          |
| <b>SLO 3</b><br>(Questions 11–15)                      | <b>77.6%</b>                 | 77.2%        | 77.4%        | 84.4%                 | 89.2%                | 80%                  | 73.4%        |
| <b>SLO 4</b><br>(Questions 16–20)                      | <b>91.0%</b>                 | 93.4%        | 90.8%        | 92.6%                 | 91%                  | 88.8%                | 88.6%        |
| <b>SLO 5</b><br>(Questions 21–25)                      | <b>87.3%</b>                 | 90.2%        | 85.2%        | 82.2%                 | 82%                  | 88%                  | 88.6%        |
| <b>SLO 6</b><br>(Questions 26–30)                      | <b>85.9%</b>                 | 88.2%        | 85.6%        | 84.4%                 | 83.8%                | 89.6%                | 83.6%        |
| <b>SLO 7</b><br>(Questions 31–35,<br>major– specific)  |                              | 92.2%        | 72.8%        | 75.6%                 | 80.2%                | 64%                  | 63.6%        |
| <b>SLO 8</b><br>(Questions 36–40)                      | <b>85.7%</b>                 | 87.4%        | 87.8%        | 85.6%                 | 83.8%                | 86.4%                | 82.4%        |
| <b>SLO 9</b><br>(Questions 41–45)                      | <b>86.8%</b>                 | 91%          | 84.4%        | 89.4%                 | 85.6%                | 84%                  | 84%          |
| <b>SLO 10</b><br>(Questions 46–50,<br>major– specific) |                              | 93.8%        | 92%          | 83.4%                 | 83.8%                | 93.6%                | 83.6%        |
| <b>Exam Average Score</b>                              | <b>84.3%</b>                 | <b>90.3%</b> | <b>83.7%</b> | <b>84.3%</b>          | <b>85.1%</b>         | <b>83.8%</b>         | <b>78.5%</b> |

## DESCENDING ORDER OF COMPETENCE (in the common, College-wide SLOs)

|                                   | College<br>(392<br>students) | ADV<br>(112) | JOU<br>(90) | MPMT-<br>DFTP<br>(46) | MPMT-<br>MAN<br>(11) | MPMT-<br>MES<br>(25) | PR<br>(108) |
|-----------------------------------|------------------------------|--------------|-------------|-----------------------|----------------------|----------------------|-------------|
| <b>SLO 4</b><br>(Questions 16–20) | <b>91.0%</b>                 | 93.4%        | 90.8%       | 92.6%                 | 91%                  | 88.8%                | 88.6%       |
| <b>SLO 5</b><br>(Questions 21–25) | <b>87.3%</b>                 | 90.2%        | 85.2%       | 82.2%                 | 82%                  | 88%                  | 88.6%       |

|                                   |              |              |              |              |              |            |              |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|------------|--------------|
| <b>SLO 9</b><br>(Questions 41-45) | <b>86.8%</b> | 91%          | 84.4%        | 89.4%        | 85.6%        | 84%        | 84%          |
| <b>SLO 6</b><br>(Questions 26-30) | <b>85.9%</b> | 88.2%        | 85.6%        | 84.4%        | 83.8%        | 89.6%      | 83.6%        |
| <b>SLO 8</b><br>(Questions 36-40) | <b>85.7%</b> | 87.4%        | 87.8%        | 85.6%        | 83.8%        | 86.4%      | 82.4%        |
| <b>SLO 1</b><br>(Questions 1-5)   | <b>82.1%</b> | 85%          | 81.8%        | 81.2%        | 81.8%        | 80%        | 80.4%        |
| <b>SLO 3</b><br>(Questions 11-15) | <b>77.6%</b> | <b>77.2%</b> | <b>77.4%</b> | <b>84.4%</b> | <b>89.2%</b> | <b>80%</b> | <b>73.4%</b> |

## ANALYSIS AND ACTION

The average exam score in Spring 2024 was 84.3%, compared to the average score of past Senior Learning Assessments of 79.4% (79.3% in Spring 2021; 76.8% in Fall 2021; 81.7% in Spring 2022; and 79.6% in Spring 2023). Students scored over 80% in six of the seven college-wide SLOs and over 85% in five of them.

As in other semesters, the highest scores were for SLO 4 and SLO 5, and the lowest were for SLO 1 and SLO 3. It was particularly gratifying that students continue to excel in SLOs 4 and 5 because “presenting images and information effectively and creatively, using appropriate tools and technologies” and “writing correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve” are arguably the most important skills for students to master if they are to succeed in these industries.

The grades for both SLOs 1 and 3 did improve from Spring 2023 to Spring 2024 — SLO 1 went from 77.5% to 82.1%, and SLO 3 from 76.2% to 77.6%. As the College indicated in the Analysis and Action section, the College will strive to improve the scores in these two SLOs by:

- Developing strategies to further educate students on culturally proficient communication, ensuring they are equipped to empower marginalized communities effectively. This may involve incorporating diverse perspectives, case studies, and discussions on inclusivity and cultural sensitivity within relevant advertising courses.
- Enhancing the curriculum to provide more comprehensive coverage of the principles and laws of freedom of speech and press within the media industries. This will include exploring the global implications of these principles, examining case studies relevant to the country in which the institution is located, and fostering discussions on ethical and legal considerations in the College’s fields.

The chairs of each department discussed the results with their faculty, and this is what they had to say:

### Advertising

The Spring 2024 assessment for graduating advertising majors indicated an average score of 90.3% across various SLOs. This score represents the highest average among all departments, showcasing an overall above-average performance. However, despite these promising results, there remains an area requiring significant improvement.

Specific attention is needed for the outcome that focuses on demonstrating culturally proficient communication that empowers marginalized groups. This outcome achieved a score of 77.2%, highlighting a crucial need for enhanced educational strategies. The lower performance in this area indicates a gap in students’ abilities



to effectively communicate in a manner that empowers traditionally disenfranchised individuals based on factors such as race, ethnicity, gender, sexual orientation and ability, both domestically and globally.

To address this deficiency and improve outcomes, strategies will be developed and implemented to educate students more thoroughly on culturally proficient communication. This includes the integration of various perspectives, case studies, and discussions focused on inclusivity and cultural sensitivity within relevant courses. Additionally, an “International Speaker” series is planned for Fall 2024 with high-profile industry professionals as guest lecturers. This series aims to enhance students’ cultural competency and global visions, thereby improving their proficiency in culturally empowering communication.

The goal is for Advertising majors to demonstrate greater proficiency in culturally empowering communication within the advertising industry, aligning their skills with the global standards and diverse nature of contemporary media landscapes. The proactive approach to addressing the identified weaknesses in student learning outcomes is expected to lead to marked improvements in the cultural proficiency of graduates, ensuring they are well-prepared to contribute positively and inclusively in their professional endeavors.

### Journalism

Overall, department majors scored an 83.7% on the assessment, keeping it in line with the CJC average.

The highest scores came from SLO 4, which focused on using tools and technologies for information and images. This was not a surprising result, as these tools are introduced early in the curriculum through JOU3220C Visual Journalism and are reinforced in an intermediate course, JOU3346L Multimedia Reporting. In addition, many of the department’s students further these skills classes in visually based classes.

The lowest scores came in questions about SLO 1 and SLO 3. This specific information involving critical thinking comes in specific courses, such as MMC4200 Law of Mass Communication (SLO1) and MMC2604 Media, Cultures, and Identity (SLO3), and may not resurface in the same type of framing in other courses and experiences. However, the principles about First Amendment freedoms and coverage of disenfranchised groups appear throughout the curriculum and in everyday discussions and decisions in student news organizations. While curriculum is the same for all sections of MMC4200, MMC2604 students in different sections are exposed to different viewpoints and material, and thus may not have had the information framed similarly when it comes to specifics of the assessment questions. That said, the results make a good point to make sure instructors understand the importance of linking these critical-thinking concepts to practical applications in skills and experiential courses.

### Media Production, Management, and Technology

Students in each MPMT program exhibited varying strengths and areas for improvement in achieving the specified student learning objectives.

Students majoring in Digital Film and TV Production demonstrated exceptional proficiency in presenting images and information effectively and creatively (SLO 4), with an impressive pass rate of 93%. This clearly relates to the emphasis on technical skills and visual storytelling in the track. Furthermore, students exhibited commendable abilities in self-evaluation and quality assessment (SLO 9), with 89% passing this objective. This reflects a conscientious approach to evaluating their work for accuracy, fairness and clarity, essential qualities in media production professions. However, two SLOs had fewer than 80% pass – understanding the multicultural history and role of professionals and institutions in shaping communications (SLO 2) and applying critical thinking skills in research (SLO 7) were 79% and 76%, respectively. These results suggest opportunities for enhancing critical thinking and research methodologies within the program’s curriculum. The MPMT faculty believes the addition in Fall 2022 of a course on multiculturalism and diversity (production students must now take MMC4302 World Communication Systems, RTV3411 Race, Gender, Class and the Media, or RTV3404 Islam, Media, and Popular Culture) will help. Many of the students who graduated in Fall 2023 were using catalogs that date to before this additional core requirement.

The Management and Strategy program exhibited strong performances across all SLOs. For each, at least 80% of students passed. The areas of effective use of tools and technologies (SLO 4, 91%), understanding the multicultural history and role of professionals and institutions in shaping communications (SLO 2, 91%) and demonstrating culturally proficient communication (SLO 3, 89%) were particularly strong, suggesting that students in the program excel in technical proficiency and possess a solid understanding of the diverse cultural landscape within communication contexts.

In the Media and Society program, students demonstrated outstanding proficiency in applying tools and technologies specific to their field (SLO 10), with an impressive pass rate of 94%. This underscores the program's success in equipping students with the technical skills necessary for success in media professions. Additionally, the emphasis on the relationship between media and society in the program resulted in a high score in demonstrating an understanding of professional ethical principles (SLO 6, 90%). However, students who majored in Media and Society faced challenges, particularly in the area of applying critical thinking skills in research (SLO 7), where only 64% of students passed. This indicates a need for more curricular emphasis on research competencies. With new MPMT Department leadership, the Media and Society program is likely to be overhauled in 2024–2025. The results from this examination provide valuable insights for curriculum revisions to better achieve the specified student learning objectives.

### Public Relations

While still demonstrating room for improvement, PR students' overall scores were higher than they have been in the past, indicating progress. The primary areas for continued improvement are SLOs 2, 3 and 7. SLO 2 addresses the multicultural history and role of PR professionals and SLO 3 addresses the ability to demonstrate culturally proficient communication. Both of these SLOs should be improved with the addition of a new required course, PUR3211, *Diverse Voices*. This course became part of the core in Summer 2023, therefore students taking this assessment would not have taken the course.

SLO 7 addresses critical thinking skills when conducting research and was the lowest SLO overall. Even though students have a required research methods course, most take it early in their degree plan. Students implement research in their capstone course – and professionals evaluate the students as doing quite well at research in this practical setting. The nature of the questions in the assessment are quite technical and a better match with the content covered in their explicit methods course. This suggests that students need a refresher of the technical research language in their capstone course, along with the more applied component they are executing.

## CAPSTONE PROJECTS EVALUATED BY INDUSTRY PROFESSIONALS

Each of the four departments has a capstone class (or capstone classes) in which students produce a project that is evaluated by industry professionals. Most of these professionals are from the departments' advisory councils, as well as alumni working in the industry who are not on the councils.

Below are the procedures used by each department regarding how they handle the assessment, as well as the results for the 2023–2024 academic year. The results from 2000–2021, 2021–2022, and 2022–2023 are [available here](#).

## DEPARTMENT OF ADVERTISING

### METHOD

Four campaign books from the capstone course ADV4800 Advertising Campaigns were randomly selected from the course sections in the 2023–2024 academic year. Advertising Advisory Council members were

randomly assigned to one of four groups. Each group was assigned one book and asked to review it on five criteria: research, strategy, creative, media and writing. The professionals rated books on a four-point scale: excellent, good, fair or poor. Data were collected via Qualtrics.

- **RESEARCH:** For research, students were asked to think about: the number of sources; did they use both primary and secondary research well; was it properly cited; does their research reflect qualitative and/or quantitative findings as appropriate to the problem; do they address the industry, trends, and business needs of the target; does the research reflect a good understanding of the target; do they have a bibliography?
- **STRATEGY:** For strategy, they were asked to think about: Are their SWOT, objectives, challenges, target, and strategies well thought out and supported by research; did they look at the depth of their analysis; do they delineate a strategic approach that is clear, concise, supportable, ownable, and relevant to the brand; do they tap into audience insights to appeal to the target?
- **CREATIVE:** For creative, they were asked to think about: Does the creative clearly address the creative brief; is there a strategic blend of different initiatives as appropriate to the brand, target, and problem (e.g., social, experiential, traditional media); is it true to the brand in their creative; do they include a singular message and theme that is differentiated from the competition and can be used across multiple channels; is it a well-crafted and impactful creative; is the creative cohesive?
- **MEDIA:** For media, they were asked to think about: Do they outline a holistic media strategy that demonstrates an efficient, realistic, and impactful use of budget to meet the campaign objectives; do they identify the most effective media channels to capture and engage the target, supported by research; do they provide a thoughtful and purposeful media schedule for the length of the campaign; do they calculate target audience exposure levels accurately?
- **WRITING:** For writing, they were asked to think about: grammar, clarity, lack of typos, good organization and flow.

## THE PROFESSIONALS

A total of seven professionals participated. These professionals represent a variety of roles within the field, including research, strategy, account management, branding, account planning, creative and media. Council members must have a minimum of five years of professional experience to be members, but most council members have more than 15 years of experience.

## RESULTS

Results are reported as individual and then averages by the book/group they were assigned to. 1 = Excellent and 4 = Poor.

- **Research:** M = 1.69 (SD = .75)
- **Strategy:** M = 1.46 (SD = .66)
- **Creative:** M = 1.46 (SD = .52)
- **Media:** M = 1.62 (SD = .51)
- **Writing:** M = 1.54 (SD = .66)

|                 | Excellent % (#) | Good % (#) | Fair % (#) | Poor % (#) |
|-----------------|-----------------|------------|------------|------------|
| <b>Research</b> | 46.2% (6)       | 38.5% (5)  | 15.1% (2)  | —          |
| <b>Strategy</b> | 61.5% (8)       | 30.8% (4)  | 7.7% (1)   | —          |
| <b>Creative</b> | 53.8% (7)       | 46.2% (4)  | —          | —          |
| <b>Media</b>    | 38.5% (5)       | 61.5% (7)  | —          | —          |
| <b>Writing</b>  | 53.8% (7)       | 38.5% (5)  | 7.7% (1)   | —          |

In all categories, more than 80% of professionals rated students as good or excellent. Based on the means, all the areas are relatively strong. When looking at the distribution of scores, Creative and Media had the highest combination scores of “excellent” and “good” categories with no “fair” and “poor” categories while Research had more scores of “fair” than other categories. Furthermore, no book was rated “poor” and 100% (13/13) rated their book overall as good or excellent.

## RESULTS AVERAGES BY BOOK

Results are reported as individual and then averages by the book/group they were assigned to. 1 = Excellent and 4 = Poor.

### Research

- BOOK 1.** M = 1.67 (SD = .58)
- BOOK 2.** M = 2.00 (SD = 1.41)
- BOOK 3.** M = 2.00 (SD = .82)
- BOOK 4.** M = 1.25 (SD = .50)

### Strategy

- BOOK 1.** M = 1 (SD = .00)
- BOOK 2.** M = 1.50 (SD = .71)
- BOOK 3.** M = 2.00 (SD = .82)
- BOOK 4.** M = 1.25 (SD = .50)

### Creative

- BOOK 1.** M = 1.33 (SD = .58)
- BOOK 2.** M = 1.50 (SD = .71)
- BOOK 3.** M = 2.00 (SD = .00)
- BOOK 4.** M = 1.00 (SD = .00)

### Media

- BOOK 1.** M = 1.67 (SD = .58)
- BOOK 2.** M = 1.50 (SD = .71)
- BOOK 3.** M = 2.00 (SD = .00)
- BOOK 4.** M = 1.25 (SD = .50)

### Writing

- BOOK 1.** M = 1.00 (SD = .00)
- BOOK 2.** M = 2.50 (SD = .71)
- BOOK 3.** M = 1.75 (SD = .50)
- BOOK 4.** M = 1.25 (SD = .50)

The means show Books 2 and Book 3 were weaker ones than the other two books. However, for all categories of every book, the majority rated good or better.

|                 | Excellent % (#) | Good % (#) | Fair % (#) | Poor % (#) |
|-----------------|-----------------|------------|------------|------------|
| <b>Research</b> |                 |            |            |            |
| Book 1          | 33.3% (1)       | 66.7% (2)  | ---        | ---        |
| Book 2          | 50% (1)         | 50% (1)    | ---        | ---        |
| Book 3          | 25% (1)         | 50% (2)    | 25% (1)    | ---        |
| Book 4          | 75% (3)         | 25% (1)    | ---        | ---        |
| <b>Strategy</b> |                 |            |            |            |
| Book 1          | 100% (3)        | ---        | ---        | ---        |
| Book 2          | 50% (1)         | 50% (1)    | ---        | ---        |
| Book 3          | 33% (1)         | 33% (1)    | 33% (1)    | ---        |
| Book 4          | 75% (3)         | 25% (1)    | ---        | ---        |
| <b>Creative</b> |                 |            |            |            |
| Book 1          | 66.7% (2)       | 33.3% (1)  | ---        | ---        |
| Book 2          | 50% (1)         | 50% (1)    | ---        | ---        |
| Book 3          | ---             | 100% (4)   | ---        | ---        |
| Book 4          | 100% (4)        | ---        | ---        | ---        |
| <b>Media</b>    |                 |            |            |            |
| Book 1          | 33.3% (1)       | 66.7% (2)  | ---        | ---        |
| Book 2          | 50% (1)         | 50% (1)    | ---        | ---        |
| Book 3          | ---             | 100% (4)   | ---        | ---        |
| Book 4          | 75% (3)         | 25% (1)    | ---        | ---        |
| <b>Writing</b>  |                 |            |            |            |
| Book 1          | 100% (3)        | ---        | ---        | ---        |
| Book 2          | 50% (1)         | 50% (1)    | ---        | ---        |
| Book 3          | 25% (1)         | 75% (3)    | ---        | ---        |
| Book 4          | 75% (3)         | 25% (2)    | ---        | ---        |

Overall, Book 3 appears to be the weakest of all the samples, while Book 4 appears to be the strongest.

## QUALITATIVE FEEDBACK

Based on the professionals' feedback, the department added an open-ended question for this year's assessment, inviting reviewers to provide an overall evaluation of the campaign book, identify strengths and weaknesses, and suggest improvements. The feedback was largely positive, highlighting impressive strengths and offering constructive suggestions. Reviewers praised the engaging and clear narrative structures, effective introductions, and robust situation analyses. The visual design, including branding, colors, and website mock-



ups, was noted as impressive and engaging. Additionally, the creative strategies were commended for their impact and alignment with campaign goals, particularly the use of nostalgia and interactive elements.

Research sections were well-executed, providing valuable market and consumer insights. Reviewers noted that the quality rivaled that of seasoned professionals, which is impressive for student projects. However, areas for improvement were identified. Reviewers suggested enhancing the flow and connectivity between sections, with clearer objectives and links between strategies and outcomes. More visuals, such as charts and graphs, were recommended to make data more accessible and engaging.

Clarity regarding the target audience and better alignment with campaign objectives was advised. Adding more metrics and goals, especially in media sections, would provide a comprehensive understanding of the campaign's impact. Proofreading and attention to detail were necessary to address minor typos and improve overall quality. Expanding sections like the brand guide with detailed guidelines would ensure consistency across platforms.

Budget allocation was another area for improvement, with suggestions to justify and strategically allocate resources, particularly toward social media for measurable outcomes. Overall, the feedback highlighted high creativity and professionalism, with constructive suggestions to enhance clarity, flow and strategic detail for even stronger presentations and books.

## ACEJMC ACTION ON ASSESSMENT

Ensuring that evaluators for each book represent all assessed areas remains a challenge. Council members are not evenly distributed across the four assessed areas. Additionally, the College may need to recruit more members to participate in the evaluation. Out of the 20 advisory council members CJC solicited, nine committed and seven completed the evaluation. In the future, CJC may also invite junior professionals to provide diverse perspectives.

## DEPARTMENT OF JOURNALISM

### THE PROFESSIONALS

A total of 20 professionals participated, most of them part of the Department of Journalism Advisory Council, with additional local professionals as well. Council members have specialty areas in a variety of journalism fields, including reporting, broadcast, and more. Most of the professionals participating have more than 20 years of experience in journalism.

### METHOD

A random sample of work was selected from student capstone courses (JOU3305: In-Depth Reporting; JOU4950: Applied Journalism; JOU4930: Special Topics – Advanced Environmental Journalism; and JOU4950/JOU4941: Fresh Take Florida) during the sample period. Each sample was evaluated by three industry professionals ranging from editors and reporters at major digital and legacy newspaper outlets to news managers, producers and anchors at broadcast networks and local affiliates. The evaluators were asked to review entries focused on five ACEJMC standards: writing, presentation, journalistic principles, research and diversity. The evaluators were also asked to give an overall assessment of the content. When evaluating each standard, judges were given guiding questions consistent with journalism curriculum and ACEJMC standards. Evaluators were able to rate each standard as excellent (well beyond expectations, outstanding), good (at or above expectations), fair (slightly below expectations) and poor (well below expectations, unacceptable). Evaluators were also required to leave qualitative comments for each piece of content.

## RESULTS

Sample stories from a variety of capstone projects were judged on five academic standards. The Excel spreadsheet contains individual rankings for all categories. This summary shows the “overall evaluation score” (1=poor, 4 = excellent) from the judges.

### THE RESULTS FOR 2023–2024 ARE:

|                                | Excellent % (#) | Good % (#)     | Fair % (#)    | Poor % (#)    |
|--------------------------------|-----------------|----------------|---------------|---------------|
| <b>Writing</b>                 | 47% (7)         | 40% (6)        | 13% (2)       | 0% (0)        |
| <b>Presentation</b>            | 73% (11)        | 27% (4)        | 0% (0)        | 0% (0)        |
| <b>Journalistic Principles</b> | 80% (12)        | 20% (3)        | 0% (0)        | 0% (0)        |
| <b>Research</b>                | 73% (11)        | 27% (4)        | 0% (0)        | 0% (0)        |
| <b>Diversity</b>               | 53% (8)         | 27% (4)        | 25% (3)       | 0% (0)        |
| <b>Overall</b>                 | <b>67% (10)</b> | <b>33% (5)</b> | <b>0% (0)</b> | <b>0% (0)</b> |

### Analysis and Action for 2023-2024

Writing improved from the previous year, but not to the level that is expected or desired. This is the first year of curriculum change and it takes a few years to see the effect of these changes in later courses (i.e., freshmen start with this change, so they will not be in capstone courses for several years). Spring 2024 marked the first year that the Writing Mechanics module was included in the Principles of Journalism course, so future years will allow the department to evaluate the effect of that change. Scores in presentation improved significantly from four years prior, which may indicate improved coursework. It could also reflect changes in presentation from some of the CJC platforms during the publishing process.

### OVERALL RESULTS 2020–2021 TO 2023–2024

Twenty-three stories in capstone courses were evaluated between academic years 2020–2021 and 2023–2024, with three professionals for each story.

|                                | Excellent % (#) | Good % (#)      | Fair % (#)    | Poor % (#)    |
|--------------------------------|-----------------|-----------------|---------------|---------------|
| <b>Writing</b>                 | 43% (30)        | 49% (34)        | 7% (3)        | 0% (0)        |
| <b>Presentation</b>            | 54% (37)        | 41% (28)        | 6% (4)        | 0% (0)        |
| <b>Journalistic Principles</b> | 74% (51)        | 25% (17)        | 1% (1)        | 0% (0)        |
| <b>Research</b>                | 68% (47)        | 29% (20)        | 3% (2)        | 0% (0)        |
| <b>Diversity</b>               | 58% (40)        | 36% (24)        | 6% (4)        | 1% (1)        |
| <b>Overall</b>                 | <b>64% (44)</b> | <b>33% (23)</b> | <b>3% (2)</b> | <b>0% (0)</b> |

In all, 97% of the 23 projects were rated as excellent or good by professionals. The highest standard was journalistic principles, where 99% of the projects were rated as excellent or good; the lowest standard was writing, where 92% of the projects were rated as excellent or good.

### Analysis and Action for 2020–2021 to 2023–2024

Overall, 97% of the 23 stories submitted to professionals scored at excellent or good in “overall rating,” which indicates a high level of quality in various platforms.

The research and diversity metrics trended toward having lower overall ratings, indicating that more emphasis should be placed on these areas in courses leading up to capstones and in capstone experiences.

Subjective comments indicate a wide range of accolades about writing and reporting, while criticism centered around mechanics in writing, multimedia approaches to stories and reporting deficiencies.

It is difficult to achieve the same standards for every piece because of the variety of capstone experiences (and the nature of journalism means that every story will have variables.) The ratings from professionals do offer insight into where the College can make improvements in curriculum and execution.

Of note, the standard of journalistic principles had the highest number of excellent ratings, while writing and diversity had the lowest number of excellent ratings.

Overall, the department faculty has been pleased with capstone projects as judged by this ratings metric, as well as other metrics, including placement in local, regional and national awards. However, this metric also shows that there is room to improve in key areas to help with student development in one of their last experiences in the undergraduate curriculum.

## DEPARTMENT OF MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY

A sample of work was randomly selected from student capstone courses after each semester in RTV4929C Senior Advanced Production Workshop for production students and after each spring semester in RTV4800 Media Management and Strategy for management students (RTV4800 is offered in spring only). Each project from each course was rated by three industry professionals with relevant backgrounds and experiences. Many of the professional evaluators are or were departmental advisory council members and some were department alumni, all with at least five years of industry experience. Evaluators rated each rubric item identified below on a four-point scale: 4 = excellent (well beyond expectations, outstanding), 3 = good (at or above expectations), 2 = fair (slightly below expectations) and 1 = poor (well below expectations, unacceptable). Evaluators also had the option of leaving qualitative comments for each item, though it was not a requirement.

### PRODUCTION TRACK:

Production students’ fiction and non-fiction films were rated by professionals working in broadcasting and/or film production, including writers, editors, directors and producers. The rubric included seven items consistent with audiovisual storytelling concepts and industry standards:

- Organization/structure
- Technical competency
- Use of visuals to effectively tell the story
- Use of sound to effectively tell the story
- Use of editing/visual effects/graphics or live switching to effectively tell the story
- Originality/creativity
- Overall effectiveness

## MANAGEMENT TRACK:

Management students' brand audits were judged by professionals in positions as varied as marketing, social media, news station managers or corporate executives for companies like Disney, HBO, etc. The rubric included five items based on the sections of the brand audit document:

- Executive summary
- Situation analysis (review of industry, market, brands and consumer situations)
- Consumer research (consumer research design, execution, analysis and findings presentation)
- Strategic recommendations
- Overall project analysis and organization

## RESULTS

The results for 2023–2024 are as follows:

### PRODUCTION TRACK:

Following are the average scores for the five movies selected to assess by rubric item (on a scale of 1–4):

| 2023–2024   |             |
|---|-------------|
| Organization/structure:   | 3.73        |
| Technical competency:   | 3.80        |
| Use of visuals to effectively tell the story:   | 3.80        |
| Use of sound to effectively tell the story:   | 3.47        |
| Use of editing/visual effects/graphics or live switching to effectively tell the story: | 3.73        |
| Originality/creativity:   | 3.53        |
| Overall effectiveness:  | 3.67        |
| <b>Average of all items:</b>  | <b>3.68</b> |

The movies were rated by three professionals each. The table below shows the percentage of “excellent,” “good,” “fair,” and “poor” ratings for each rubric item.

| 2023–2024 (n = 15)   | Excellent % | Good % | Fair % | Poor % |
|--|-------------|--------|--------|--------|
| Organization/structure   | 73.3%       | 26.7%  | 0.00%  | 0.0%   |
| Technical competency   | 86.7%       | 6.7%   | 6.7%   | 0.0%   |
| Use of visuals to effectively tell the story   | 80.0%       | 20.0%  | 0.00%  | 0.0%   |
| Use of sound to effectively tell the story   | 60.0%       | 26.7%  | 13.3%  | 0.0%   |
| Use of editing/visual effects/graphics or live switching to effectively tell the story | 73.3%       | 26.7%  | 0.00%  | 0.0%   |
| Originality/creativity   | 60.0%       | 33.3%  | 6.7%   | 0.0%   |
| Overall effectiveness  | 66.7%       | 33.3%  | 0.0%   | 0.0%   |

### Analysis and Action

The 2023–2024 productions were evaluated very highly by the professionals. The lowest scored item is “Use of sound to effectively tell the story” at 3.47, but 87% of professionals rated the item as either excellent, i.e., “well beyond expectations, outstanding” or good, i.e. “at or above expectations.” “Originality/creativity” is the second lowest item. Average scores for all other items were well above 3.5, and all professionals rated the work as either excellent or good on four of the seven items — no “fair” or “poor” scores were given to “Organization/structure,” “Use of visuals to effectively tell the story,” “Use of editing/visual effects/graphics or live switching to effectively tell the story,” and “Overall effectiveness.” While sound design received a slightly lower average rating of 3.47 (which is still a high score), it was noted that the sound quality was generally good, but there were opportunities for improvement, particularly in creating more immersive ambient soundscapes to enhance the viewing experience. The consistency in scores across categories suggests a more balanced approach to storytelling, with students effectively utilizing both technical and creative elements to enhance their work. Overall, the films seemed to succeed in engaging the audience and delivering compelling narratives.

### Overall Remarks in the Production Track evaluations from 2020–2021 to 2023–2024

Since 2020–2021, professionals rated 92% of the 20 films as excellent or good in the “Overall effectiveness” item. Across all seven rubric items, that figure is at 91%. Overall, only two items fall under the 90% figure across all four years: “Use of sound to effectively tell the story” and “Originality/creativity.” Regarding the latter, some of the evaluators admitted to perhaps rating this item with very high expectations. In the words of one of them, “It’s hard because I’ve seen it ALL.” As for the former, professionals noted audio is often an issue in filmmakers’ early work because “they run out of time.” Still, scores across the board were very high, and, more importantly, the data show a clear trend of improvement in the production students’ work over time, particularly in technical competency and overall effectiveness. The consistent focus on organization/structure and use of visuals and editing indicates a commitment to mastering the fundamentals of storytelling and production techniques. Naturally, there is still room for growth in originality/creativity, suggesting that encouraging more risk-taking and experimentation could further enhance the quality and uniqueness of the students’ films. In their comments, professionals praised the technical proficiency of the films while emphasizing the importance of engaging storytelling and character development. Constructive criticism focused on refining dialogue, pacing and set design, alongside encouragement for continued growth and innovation in future projects. Overall, the data reflect a positive trajectory in the students’ development as filmmakers, with each year building upon the successes and challenges of the previous ones.

Accordingly, the production faculty has been pleased with senior thesis films as judged by the professionals’ ratings, as well as other metrics, including festival acceptances, Broadcast Education Association awards and job placement. To continue emphasizing the importance of storytelling for students, the MPMT faculty is developing a new course, Concepts in Visual Storytelling, and preparing to test a new eight-week format for specialty production courses, starting with lighting in Fall 2024.



## MANAGEMENT AND STRATEGY TRACK:

Management brand audits' average scores by rubric item:

| 2023-2024   |             |
|---|-------------|
| Executive summary   | 3.33        |
| Situation analysis (review of industry, market, brands and consumer situations)             | 3.44        |
| Consumer research (consumer research design, execution, analysis and findings presentation) | 3.56        |
| Strategic recommendations   | 2.89        |
| Overall project analysis and organization   | 3.33        |
| <b>Average of all items:</b>  | <b>3.31</b> |

Proportion of “excellent,” “good,” “fair,” and “poor” ratings for each rubric item. Three brand audits were rated by three professionals each:

| 2024 (n = 15)                             | Excellent % | Good % | Fair % | Poor % |
|---|-------------|--------|--------|--------|
| Executive summary                         | 44.4%       | 44.4%  | 11.1%  | 0.0%   |
| Situation analysis                        | 55.6%       | 33.3%  | 11.1%  | 0.0%   |
| Consumer research                         | 66.7%       | 22.2%  | 11.1%  | 0.0%   |
| Strategic recommendations                 | 0.0%        | 88.9%  | 11.1%  | 0.0%   |
| Overall project analysis and organization | 44.4%       | 44.4%  | 11.1%  | 0.0%   |

### Analysis and Action

2023-2024: The lowest scored item is strategic recommendations at 2.89, but 89% of professionals rated the item as good, i.e. “at or above expectations.” With only nine scores per item (three projects each rated by three professionals), one single rating of fair brought the average below 3. That said, none of the nine professionals rated this item as excellent, so it will be subject to a discussion for the faculty in 2024-25 (these scores are from Spring 2024 projects, so discussion has not taken place at the time of this writing). Average scores for all other items were well above 3. For all of them, 89% of professionals evaluated the students’ performance as good or excellent.

### Overall Remarks in the Management and Strategy Track evaluations from 2020-2021 to 2023-2024

Since 2021, professionals rated 97% of the 23 brand audit projects as “excellent” or “good” in the “overall project analysis and organization” item. Across all five rubric items — Executive summary, Situation analysis, Consumer research, Strategic recommendations, and Overall project analysis and organization — that figure is at 92%. The lowest scored item is the “Executive summary” with 86% of professionals rating it as “excellent” or “good” since 2021. That figure is dragged down by the 2021 score for the item (67%). In 2022, the capstone class emphasized the importance of an executive summary and how to write an effective one, which shows in the scores. In 2022, the “executive summary” item shot up to 100% of professionals rating it as “excellent” or

“good”, before the figure stabilized at 89% in 2023 and 2024. Overall, these scores — and the ratings for each rubric item by year and overall, which average a respectable 3.48 — indicate a high level of quality among student projects.

In addition to the scores, professionals left qualitative comments, though they were optional. Through those, the projects received praise for thoroughness, organization and research depth but faced criticisms for inconsistency in formatting, occasional lack of clarity and minor grammatical errors. Several professionals mentioned that what they read was what they expected from reports in a corporate setting and/or from early career professionals.

Hence, the department faculty has been pleased with capstone projects in the Management Track as judged by professionals’ ratings, as well as other metrics, including job placement and the growing enrollment in the Management program. To continue improving in the areas identified by professionals in the comments, the MPMT faculty is developing a new course, Concepts in Visual Storytelling, which will include teaching basics of document design and formatting as well as foundational concepts of video storytelling.

## DEPARTMENT OF PUBLIC RELATIONS

### THE PROFESSIONALS

Advisory council members are working professionals in a variety of PR contexts. All members have at least 10 years of experience; most have more than 20 years of experience. They represent in-house and agency executives, as well as sole proprietors, and specialize in a variety of content areas, including finance, travel and tourism, healthcare, public affairs and technology. The members include both alums and non-alums but share the goal of advancing the field of public relations. Three evaluators assess every campaign book.

### METHOD

Advisory council members were randomly assigned a campaign book from the capstone PUR4800 Campaigns class. At least one book from all sections was selected. Evaluators were asked to assess the campaign book using ACEJMC’s professional values and competencies. The rating scale was a 4-point scale where 1 = clearly, 2 = generally, 3=partially, and 4 = lacked.

## RESULTS

|  | SU23 | AU23 | SP24 |
|--|------|------|------|
| Apply the principles and laws of freedom of speech and press including the laws regulating public relations      | 1.5  | 1.5  | 2.0  |
| Utilize concepts and theories in the creation and delivery of public relations messages                          | 1.5  | 1.25 | 1.67 |
| Work ethically in pursuit of truth, accuracy, fairness and diversity leading to ethical, honest public relations | 1.25 | 1.25 | 1.67 |
| Apply standards that lead to messages sensitive to a culturally diverse society                                  | 1.75 | 1.25 | 2.0  |
| Think critically, creatively and independently   | 1.25 | 1.25 | 1.0  |
| Conduct research and evaluate information by appropriate methods   | 1.0  | 1.0  | 1.0  |
| Write correctly and clearly in forms and styles appropriate for the public relations profession                  | 1.0  | 1.0  | 1.33 |

|  | SU23 | AU23 | SP24 |
|--|------|------|------|
| Critically evaluate his/her work for accuracy and fairness, clarity, appropriate style and grammar correctness | 1.25 | 1.0  | 1.67 |
| Apply basic numeral and statistical concepts   | 1.25 | 1.0  | 1.33 |
| Apply tools and technologies relevant to the development and delivery of public relations messages             | 1.25 | 1.0  | 1.33 |

### Open-Ended Comments:

In general, the professionals were very positive regarding the work created by the students and noted they were completed at a high quality, while also noting ways the students could continue to improve. A selection of the comments are below.

“This is great, but I did find the balance of the research to the recommendations off – it took way too long to get to the recommendations. Great research though!”

“While there was plenty of information and analysis shared, I felt some judicious editing could have improved the presentation. Additionally, it seemed the order of the pages could have been improved, with some of the more important slides not being presented until the viewer was 50 or 60 pages in and some seemingly less important information placed right at the start.”

“The ‘book’ was a very impressive campaign developed for Coca-Cola. Much of the questions in the questionnaire did not apply as they were focused on freedom of speech. The campaign itself laid out beautifully, clearly and comprehensively. Having been a PepsiCo executive for 13 years, I truly appreciated the book and was thoroughly impressed by the detail and ideas. Excellent job.”

“Love the design elements and how the campaign book was themed. And comprehensive!”

“Well written and researched. Heavily tilted for TikTok. What if it is banned? And how will this campaign influence people to CHANGE their buying habits? This is ultimately about stealing market share, not creating a market.”

“Loved reviewing this book. Thank you for the opportunity. I found it interesting that there was no earned media (traditional PR) featured in the book other than the situational analysis of RCI’s media efforts. However, I appreciate that the goal was to drive engagement among a younger demo which is engaging more on social media than earned media; could have been interesting to target their parents through earned media to dispel myths of cruising, given they have decision making power over this demo, too. This was well written, but I’d suggest double-checking the formatting on some pages to make sure it’s clean/consistent.”

“This was a very thorough, thoughtful campaign. The research and approach was thoughtful and deep. I would have appreciated the executive summary to include more metrics and what to expect for the campaign. It would have also been helpful to include the Surfrider explanation a little higher in the book since the boilerplate may have helped shape the ‘why’ behind the recommendations.”

### Conclusions/Action Taken

The book scores were consistently in the “clearly” or “generally” range for all assessment items, across all semesters evaluated. The overall professional evaluation was that the work was solid if not a bit long. One consistent recommendation was to ensure that students tighten their executive summary to make the take-home points more accessible at the start. Instructors will be asked to focus on tightening the executive summary next year.

## STUDENT INTERNSHIP EVALUATIONS BY SUPERVISORS

Although internships are not required for any of the four majors, they are taken by most students in the Departments of Advertising and Public Relations, and many students in the Departments of Journalism and Media Production, Management, and Technology.

The tables showing how many students from each department took part in internships from 2018–2019 to the present are [available here](#).

Students are evaluated at the end of every semester by their internship supervisors, who fill out a form on Qualtrics. The forms are similar for the Departments of Advertising, Public Relations and Media Production, Management, and Technology in that they mirror the ACEJMC SLOs. The Department of Journalism's supervisor form is different in that the students are evaluated on professionalism (communication skills, dependability, responsibility, etc.), skills and abilities, and behavior. Finally, as with the forms from the other departments, the supervisors are asked to evaluate the intern and indicate whether they were excellent, good, fair, poor or fail.

This past academic year (Summer 2023, Fall 2023 and Spring 2024), the vast majority of students (75.4%) earned an excellent rating (or exceeded expectations) from their internship supervisors, and 98.8% earned an excellent or good rating (exceeded or met expectations). The table below shows the results from 2023–2024 for the four departments, and the overall CJC average:

| Summer 2023,<br>Fall 2023, and<br>Spring 2024           | # of students (% of students)             |                              |  |                 |          |
|---|---|------------------------------|--|-----------------|----------|
|   | Excellent,<br>or Exceeded<br>Expectations | Good, or Met<br>Expectations | Fair, or did<br>Not Meet<br>Expectations | Poor            | Fail     |
| <b>Advertising</b>                                      | 49 (75.4%)                                | 16 (24.6%)                   | 0  | 0               | 0        |
| <b>Journalism</b>                                       | 34 (72.3%)                                | 11 (23.4%)                   | 1 (2.1%)                                 | 1 (2.1%)        | 0        |
| <b>Media Production, Management,<br/>and Technology</b> | 12 (75%)                                  | 4 (25%)                      | 0  | 0               | 0        |
| <b>Public Relations</b>                                 | 32 (86.5%)                                | 5 (13.5%)                    | 0  | 0               | 0        |
| <b>Average for the four departments</b>                 | <b>127 (77.0%)</b>                        | <b>36 (21.8%)</b>            | <b>1 (0.6%)</b>                          | <b>1 (0.6%)</b> | <b>0</b> |

The raw data of the Summer 2023, Fall 2023 and Spring 2024 internship evaluations from all four departments are [available here](#).

Over the years, the results of the students' internship supervisors have been equally good. The table below shows the results from summer internships (since most students do their internships in the summer) from 2018 – 2023.

| CJC                     | # of students (% of students)             |                              |  |          |          |
|-------------------------|---|------------------------------|--|----------|----------|
|                         | Excellent,<br>or Exceeded<br>Expectations | Good, or Met<br>Expectations | Fair, or did<br>Not Meet<br>Expectations | Poor     | Fail     |
| Summer 2018             | 127 (67%)                                 | 59 (31%)                     | 3 (2%)                                   | 0        | 0        |
| Summer 2019             | 162 (69%)                                 | 58 (25%)                     | 15 (6%)                                  | 0        | 0        |
| Summer 2020             | 65 (69%)                                  | 26 (28%)                     | 3 (3%)                                   | 0        | 0        |
| Summer 2021             | 83 (63%)                                  | 46 (35%)                     | 3 (2%)                                   | 0        | 0        |
| Summer 2022             | 99 (71%)                                  | 38 (27%)                     | 2 (2%)                                   | 0        | 0        |
| Summer 2023             | 65 (73%)                                  | 23 (26%)                     | 1 (1%)                                   | 0        | 0        |
| Average for six summers | <b>601 (68.5%)</b>                        | <b>250 (28.5%)</b>           | <b>27 (3.0%)</b>                         | <b>0</b> | <b>0</b> |

Over that six-year span, 68.5% of students earned an excellent rating (or exceeded expectations) from their internship supervisors, and 97% earned an excellent or good rating (exceeded or met expectations).

Many students complete internships for no credit, so these students are not evaluated by their supervisor and hence don't appear in the College's internship data. However, the College does track these through the CJC Exit Survey that all students are required to complete upon graduation. In 2023–2024, 67% of the graduating seniors said that they completed an internship and 34% overall completed two or more.



## INDIRECT MEASURES

### STUDENT AWARDS

Students from all four departments have won some of the most prestigious awards in their areas of study. This is yet another testament to CJC being one of the premier programs in the country in preparing the next generation of communication professionals and scholars.

Since the last ACEJMC accreditation site visit in 2018, undergraduate students have won more than 800 awards in their respective fields. A list of the top five awards per year since 2018 are listed in response to Question 5 of this Assessment Standard, and a more complete list is [available here](#).

#### Awards the College is particularly proud of include:

- 1st Place, Bateman Case Study Competition, PRSSA (Public Relations Student Society of America) for News Literacy Project, 2023.
- 1st Place, Bateman Case Study Competition, PRSSA (Public Relations Student Society of America) for Culturs – The Global Multicultural Magazine, 2024.
- 1st Place, Jack Koten Page Principles Student Case Competition, for Were Mattel’s Efforts Kenough, 2024.
- 1st Place (Gold Award), AAF’s (American Advertising Federation) Addy National Student Competition, 2022.
- 2nd overall in the Hearst Journalism Awards in 2021, 2022, 2023 and 2024.
- 1st Place, Hearst Journalism Awards – Intercollegiate Broadcast Competition, in 2019 and 2021.
- 1st Place, Hearst Journalism Awards – Television Broadcast News (National Champion), 2019.
- Best of Competition, BEA Festival of Media Arts – Student Film and Video for Ability, 2018.
- 1st Place, BEA Festival of Media Arts – Student Film and Video Narrative Competition for The Lead, 2020.
- Best of Festival, BEA Festival of Media Arts – Student News Competition (Television Hard News Category) for Inside ICAC, 2024.

CJC students’ hundreds of awards in the most prestigious journalism and communications’ student competitions underscores the fact that they have mastered many of ACEJMC’s core values and competencies.

For example:

- Students’ success in the Broadcast Education Association Festival of Media Arts, where they have won Best of Competition in both Production and News categories, highlights their ability to “present images and information effectively and creatively, using appropriate tools and technologies (SLO 4);” “write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve (SLO 5);” “demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity (SLO6);” “apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work (SLO 7);” and “apply tools and technologies appropriate for the communications professions in which they work (SLO 10);”
- The many first-place awards in the Hearst Journalism competition also underscores students’ understanding and mastery of the SLOs mentioned above.
- Winning the Bateman competition the last two years, for example, means that Public Relations students have also grasped the SLOs cited above, and CJC can add to that list: “[Demonstrating] culturally proficient communication that empowers those traditionally disenfranchised in society... (SLO 3)” and “Critically [evaluating] their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness (SLO 9).”
- Our Advertising students as well have shown their grasp on these SLOs with their success in winning

various AAF regional and national accolades, including 1st Place (Gold Award) in AAF's Addy National Student Competition in 2022.

## GRADUATION/EXIT SURVEYS

Every semester, graduating seniors are required to complete a CJC “Graduation Survey” or “Exit Survey” that evaluates their experience with the College. Students are sent a link to this survey one week before graduation, and it’s mandatory for them to complete it to receive their diploma.

144 out of 151 graduates (95.4%) completed the graduation survey in Fall 2023 and 387 out of 422 (91.7%) in Spring 2024, totaling 531 out of 573 students (92.7%) for both semesters.

The survey asks students about different aspects of their educational experience, including how welcome they felt in the college, whether they participated in experiential learning, internships, or student organizations, how prepared they feel they are for the industry, their employment status, what they felt the strengths and weaknesses of the college are, and so on.

Overall, students were very positive about their experience in the four departments of the college. A summary of the most recent survey responses from the past academic year (Fall 2023 and Spring 2024 graduates) reveals:

- 83% of students felt very welcomed in the CJC.
- 75% of students participated in “outside-the-classroom” immersion experiences.
- 92% of the students who participated in immersion experiences found them useful or greatly useful in career preparation. Of these, 73% found them greatly useful.
- 67% of graduating students participated in an internship, and 34% overall participated in two or more. Only 29% of the internships were unpaid.
- 30% of students said they were very prepared to start working in a fulfilling career; 33% said prepared; 33% said somewhat prepared; 4% said they were neither prepared nor unprepared; 4% said they were somewhat unprepared; 1% said they were unprepared, and 1% said they were very unprepared.
- 28% of students seeking a job have accepted a job offer, 6% of them are considering an offer, and 11% of them will continue working in their current position after graduation. Only 17% of the students applying for jobs had not yet received any interview offers by the time they graduated.

The Exit Survey ends with an open-ended question about the strengths and weaknesses of CJC.

### Here are typical comments on CJC strengths:

- “The atmosphere, resources, people and how invested everyone is on mutual success.”
- “The teachers!!!! And the creativity.”
- “I feel like everyone was always willing to help each student be successful.”
- “Hands-on learning.”
- “Make you feel you’re part of a family.”
- “Providing practical, real-world, hands-on experience in reporting. Allowing opportunities for published work covering major issues.”
- “The strengths were faculty. Some of my professors became great mentors to me. I liked the MPMT organizations a lot...”

### Here are typical comments on CJC weaknesses:

- “Hard to find information. Clubs were difficult to join.”
- “The weakness that I faced while in J school was not knowing much about the experiences the Journalism school offered... My senior year was when I finally got a better understanding of the types of leadership opportunities the J school had, but at that point, it was too late.”
- “Labs lock doors at 2 a.m. while I’m still working.”
- “It was hard to find out about different programs that you could do because they weren’t well-advertised.”
- “I felt there was a weird disparity with what professors you got. I had friends who had incredible professors for some of their classes. I felt most of the time I had professors who were just trying to get their grad degree and leave...”

The raw aggregate data from the Fall 2023 and Spring 2024 graduation/exit surveys is [available here](#).

## **JOB PLACEMENT**

The College launched the Office of Careers and Corporate Partnerships (OCCP) in March 2020 to build employer networks, expand opportunities for CJC students to get professional experience in real-world environments and provide optimal opportunities for students to connect with prospective employers.

### **PLACEMENT STATISTICS**

The College conducts graduation surveys each semester, compiling data on student job placement statistics, graduate school admissions rates and student satisfaction rates. Completion of the college’s survey is required prior to receiving one’s diploma and has the statistical equivalence of a 100% response rate for each year.

The drop in job placement in 2019–2020 was due to hiring freezes during the first year of the pandemic. Once the hiring freezes were lifted, the job placement rates returned.

| <b>PLACEMENT STATISTICS FOR COLLEGE GRADUATES, FALL 2019 - SPRING 2024</b> |                  |                  |                  |                  |                  |
|--|------------------|------------------|------------------|------------------|------------------|
|  | <b>2019-2020</b> | <b>2020-2021</b> | <b>2021-2022</b> | <b>2022-2023</b> | <b>2023-2024</b> |
| <b>Accepted a position</b>   | <b>13%</b>       | <b>22%</b>       | <b>17%</b>       | <b>24%</b>       | <b>28%</b>       |
| <b>Staying in current position</b>   | <b>13%</b>       | <b>16%</b>       | <b>18%</b>       | <b>11%</b>       | <b>11%</b>       |
| <b>Considering an offer</b>  | <b>7%</b>        | <b>7%</b>        | <b>9%</b>        | <b>10%</b>       | <b>6%</b>        |
| <b>Applied for jobs, declined an offer, and still looking</b>              | <b>5%</b>        | <b>5%</b>        | <b>4%</b>        | <b>4%</b>        | <b>4%</b>        |
| Applied for jobs, interviewed, but have not received an offer              | 21%              | 16%              | 18%              | 22%              | 22%              |
| Applied for jobs, but have not received any interview offers               | 24%              | 18%              | 21%              | 16%              | 17%              |
| Have not started applying for jobs   | 17%              | 15%              | 13%              | 12%              | 11%              |
| <b>Total offered employment at time of graduation</b>                      | <b>38%</b>       | <b>50%</b>       | <b>48%</b>       | <b>49%</b>       | <b>49%</b>       |

Additional information on careers and job placements appears in Standard 6.

## CLOSING THE LOOP

### *Changes to curriculum and programs as a result of assessment and the rationale for those changes*

The results of the three direct and three indirect measures of assessment sparked a great deal of discussion within the Curriculum and Teaching Committee, the entire College faculty, as well as industry professionals (especially those in each department's advisory council), giving rise to changes/improvements to the curriculum and programs over the past seven years.

It is important to emphasize that the changes/improvements outlined stemmed from a comprehensive analysis of data across all six assessment measures, considering them holistically.

However, it's also important to acknowledge that two measures of assessment had a more direct influence on curriculum and program changes than the others – the Direct Measures of Senior Learning Assessment and of Capstone Projects Evaluated by Industry Professionals.

The goal, as always, is to make the curriculum increasingly relevant, ensure students are taught core competencies efficiently, reduce duplication across departments and attract more non-majors to CJC's classes.

Some of the most significant curriculum and program changes include:

- **Creation of the Advertising Creative Certificate.** In evaluating the books from the capstone Advertising Campaigns class, industry professionals consistently indicated that students' work needed to be more creative. The creation of this certificate addresses this concern, and it also responds to a growing demand from students for more in-depth training in creative advertising.
- **New Creative Advertising courses – Creative Portfolio 1; Creative Portfolio 2; Creative Portfolio 3.** These courses are part of the Advertising Creative Certificate and provide students with more opportunities to develop and showcase their creative abilities. They offer practical, hands-on experiences that are crucial in a creative field like advertising.
- **Creation of two new tracks in Public Relations – Public Interest Communication and Corporate.** These two tracks were created to give students more focused training so they can further increase their job readiness. This was learned from the graduating student survey – some found the flexibility of the electives too varied and wanted to be able to show expertise in a specific area. This sentiment was also echoed by industry professionals, specifically those in the Public Relations Advisory Council.
- **New courses on multiculturalism and diversity were created by all four departments.** These courses were created to address concerns regarding ACEJMC SLO 3 based on the results on the Senior Learning Assessment, and to enhance students' understanding of and sensitivity to a global media landscape. They include:
  - **In Advertising: Multicultural Advertising; International and Cross-Cultural Advertising.**
    - » Multicultural Advertising fills a void in diversity and multiculturalism in the curriculum. Advertising to diverse audiences and micro-targeting audiences is becoming more and more important. This course helps fill that gap and provide students with the ability to understand culture-based audience insights and apply them to advertising campaigns. International and Cross-Cultural Advertising underscores the importance of understanding global markets and multicultural audiences in today's interconnected world. This global perspective is essential for creating effective advertising campaigns in a diverse marketplace.
  - **In Journalism: Media, Culture, and Identity; Race, Sports, and Media.**
    - » We are living in an increasingly diverse world, and it's important for Journalism students to better understand and accurately report on this reality. These courses differ from the traditional model of mass media classes in that they look at journalism holistically with attention on audience and communities, rather than dividing course topics by media platform/function (TV, radio, newspapers, etc.). The Media, Culture, and Identity class is required in the Journalism Track and is

an either-or option with Race, Sports, and Media in the Sports and Media Track.

- » Also, in the area of diversity, Journalism instructors have worked at integrating more lectures into beginning and intermediate courses on diverse source development.

- **In MPMT: Islam, Media, and Popular Culture.**

- » This elective course was created to further educate students about diverse and global cultures.
- » Also, students in all MPMT tracks are now required to complete either MMC4302: World Communication Systems or RTV3411: Race, Gender, Class, and Media. This requirement replaced a required CJC elective. This change was implemented because the faculty believes students need greater exposure to information and education about diverse and global cultures.

- **In Public Relations: Diverse Voices**

- » This required course focuses on culturally competent communication and ensures that students have a broad view of the industry. The course came about in response to PR students performing most poorly in the cultural sensitivity standard of the 2021–2022 Capstone Projects Evaluated by Professionals assessment. The addition of this class should address the lack of cultural sensitivity that some students may have.

- **The level of the CJC-wide Ethics and Problems course was changed from 4000 to 3000.** RTV4432: Ethics and Problems in Telecommunication is now RTV3432: Ethics and Problems in Media. The faculty believes that this course is important and should be taken earlier in the students' program, and that ethical concepts can be incorporated into the advanced classes. The change in course number helps signal this point to students.
- **Addition of RTV3203: Ethics and Problems in Mass Communications as a required course in Public Relations.** This class was an elective in the PR degree plan and was made compulsory in Fall 2020, as ethics is an integral ACEJMC core value (SLO 6).
- **Addition of ENC3252: Writing for Strategic Communication as a prerequisite to PUR4100 in Public Relations.** This was done in response to assessments (including PR campaign books evaluated by industry professionals and the Student Learning Assessment) that additional writing skills were needed for students to excel in their later coursework.
- **New course in Journalism – JOU3015: Principles of Journalism.** This required course will serve as the gateway class for all Journalism majors, covering topics important in assessment standards, such as freedom of the press, ethics, law, the importance of journalism in a democratic society, community/audience and more. The department took the Writing Mechanics course and integrated it as a module in the introductory Principles of Journalism course so that credits could be saved for more intense evaluation of journalism skills in later courses. While some argued that this takes away writing coursework, the thought is that it will allow for more individualized attention when addressed in later courses. This course will also introduce the students to media law, which should improve students' understanding of ACEJMC SLO 1.
- **New courses in Journalism – Advanced Data Journalism; Data Visualization and Mapping; Sports Data Journalism.** These three new courses, along with the Data Journalism and Data Literacy classes that were already being offered, makes the College's data journalism specialty one of the most comprehensive in the country. These courses will enhance students' comprehension of ACEJMC's SLO 8 and SLO 10.
- **New course in Journalism – JOU3202: Editing & Coaching.** While this course existed several curriculum revisions ago, it had changed and was no longer offered. Faculty recognized the need for more critical-thinking skills that come from both micro and macro editing. It will serve as a requirement in the Editing/Coaching specialty and elective available to all students.
- **New required course added to the Digital Film and TV Production track in MPMT – RTV3516: Electronic Field Production II.** The course consists of different sections specializing in Cinematography, Editing, Screenwriting, and so forth. Students can take the course more than once. The addition of this course



has improved the quality of the student films in the capstone RTV4929C: Advanced Production Workshop class, evident from the industry professionals evaluating students' projects, as well as the many awards the video projects have received in the last couple of years.

- **New courses – Branding and Social Media; Social Media Analytics and Strategy; Advertising and Artificial Intelligence.** The advertising industry is rapidly evolving with the advent of digital media and technology. Courses like these three reflect the industry's current trends and demands, ensuring that students are well-prepared for the modern workforce. Internship supervisors greatly appreciated students' knowledge of the latest trends in the industry.
- **New CJC- and University-wide Course – JOU3365: Artificial Intelligence in Media and Society.** This course offers students an understanding of artificial intelligence and machine learning as they apply to the media professions, including journalists reporting on AI. It explores major developments in AI technologies as covered by the mass media. Students learn to detect hype and exaggeration in descriptions of AI's promises and potential risks and dangers. It examines the use of AI systems in finance, healthcare, hiring decisions, housing, policing, etc. This course ensures that students are up to date on understanding the technologies they will need for the communication professions in which they will work.
- **Addition of a new MPMT course: RTV2517: Concepts in Visual Storytelling.** At the intersection of storytelling and visual communication lies a powerful set of tools for engaging audiences, transmitting ideas and encouraging new perspectives. This course will allow students to discover how the human affinity for character and story can be used as a conduit for effective visual communication. They will also gain experience with some of the essential software tools used by professional visual storytellers. It is added as an alternative to VIC3001 to further emphasize storytelling, all while teaching the Adobe Creative Suite software. This course came about as a result of the comments received in the capstone project evaluations from industry professionals in both the Production and the Management and Strategy Tracks.

#### 4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Journalism and mass communication professionals, including alumni, are involved in the assessment process in several ways.

Each of the four departments in the college has an advisory council comprised of 15–25 industry professionals, mostly alumni, who come to campus for two days every fall and spring semester to advise students and faculty on evolutions in the industry, to aid students' professional development and to serve as individual mentors. Advisory council members are frequent guest speakers in classes, they meet individually with students to offer them career advice, and they also meet with the faculty to talk about trends in the industry and curriculum issues to ensure CJC's programs are providing the latest knowledge and skills.

These industry professionals are mostly the ones who participate in a Direct Measure of Assessment — evaluating students' capstone projects. Typically, three media professionals go through each project and fill out an evaluative rubric. Data is collected using Qualtrics. The results are then discussed in meetings with the advisory council and the faculty, as well as with the faculty and the department chair.

Another cohort of media professionals who participate in a Direct Measure of Assessment are people who supervise internships. Students are evaluated at the end of every semester by their internship supervisors who fill out a form on Qualtrics. More than 220 students do internships every year, and they are rated on how well they demonstrated an understanding of and an ability to apply or use the ACEJMC core values and competencies. Finally, the supervisors are asked to evaluate the intern and indicate whether they were excellent, good, fair, poor, or fail. Overall, 68.5% of CJC students earned an excellent rating (or exceeded expectations) from their internship supervisors and another 28.5% earned a good rating (or met expectations). In other words, 97% of students receive an excellent or good rating from their internship supervisors.

**5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions during the review period. Limit to five a year.**

A sample list of major awards won by students is [available here](#). A full list of awards is [available here](#).

**6. In a digital file, list by specialty each member of the graduating class of 2021 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.**

We had 932 undergraduates graduate as part of the college's Class of 2021. The College was unable to account for 311 graduates, so they have been removed from the list. Of the 621 that remain:

- 473, or 76%, are working in the journalism or communications fields
- 82, or 13%, are working in business fields, such as management, real estate and human resources
- 15, or 2%, are in the legal profession
- 31, or 5%, are pursuing a master's or law degree
- 20, or 3%, are working in other fields, including teaching and the military

The job placement data came from several sources: the university's alumni database, the CJC Graduation Survey results from 2021, and online searches, including LinkedIn.

You can see the students' names, their degree, their job title, and the company they work for in the Excel spreadsheet that follows.

The list of class of 2021 employment is [available here](#).

**7. Provide a matrix that aligns the student learning outcomes with the courses where they are taught and the direct or indirect measures that assess the outcomes.**

Below are the matrices of each department's core courses, what student learning outcomes are taught in each course, and the direct and indirect measures that assess the outcomes.

In the interest of conserving space in the matrices, the three direct and three indirect assessment measures were abbreviated as follows:

- **DM1 (DIRECT MEASURE 1)**
  - Student Learning Assessment
- **DM2**
  - Capstone Projects Evaluated by Industry Professionals
- **DM3**
  - Student Internships Evaluations by Supervisors
- **IM1 (INDIRECT MEASURE 1)**
  - Student Awards
- **IM2**
  - Graduation Survey
- **IM3**
  - Job Placement

| ADVERTISING: AGENCY SEQUENCE                        |            |            |                                 |  |  |                   |  |                          |                   |  |
|---|------------|------------|---------------------------------|--|--|-------------------|--|--------------------------|-------------------|--|
| Core Courses  | SLO 1      | SLO 2      | SLO 3                           | SLO 4                                  | SLO 5                                  | SLO 6             | SLO 7                                  | SLO 8                    | SLO 9             | SLO 10                                 |
| ADV3001: Advertising Strategy                       |            |            |                                 | X                                      | X                                      |                   | X                                      |                          | X                 | X                                      |
| ADV3008: Principles of Advertising                  | X          | X          | X                               |  |  | X                 |  |                          | X                 |  |
| ADV3403: Branding                                   |            |            |                                 | X                                      | X                                      |                   | X                                      |                          | X                 | X                                      |
| ADV3411: Multicultural Advertising in the US        |            | X          | X                               | X                                      |  |                   | X                                      |                          | X                 | X                                      |
| ADV3500: Digital Insights                           |            |            |                                 | X                                      | X                                      |                   | X                                      | X                        | X                 | X                                      |
| ADV4101: Copywriting and Visualization              |            |            |                                 | X                                      | X                                      |                   | X                                      |                          | X                 | X                                      |
| ADV4300: Media Planning                             |            |            |                                 | X                                      | X                                      |                   | X                                      | X                        | X                 | X                                      |
| ADV4800: Advertising Campaigns                      | X          | X          | X                               | X                                      | X                                      | X                 | X                                      | X                        | X                 | X                                      |
| ENC3252: Writing for Strategic Communication        |            |            | X                               |  | X                                      |                   |  |                          | X                 | X                                      |
| MMC1009: Intro to Media and Communications          |            | X          |                                 | X                                      |  |                   | X                                      |                          |                   | X                                      |
| MMC2121: Writing Fundamentals for Communicators     |            |            |                                 |  | X                                      |                   |  |                          | X                 | X                                      |
| MMC3203: Ethics and Problems in Mass Communications | X          | X          | X                               |  |  | X                 |  |                          |                   |  |
| MMC3420: Consumer and Audience Analytics            |            |            |                                 | X                                      |  |                   | X                                      | X                        |                   | X                                      |
| MMC4200: Law of Mass Communication                  | X          | X          |                                 |  |  | X                 |  |                          |                   |  |
| VIC3001: Sight, Sound and Motion                    |            |            |                                 | X                                      |  |                   |  |                          |                   | X                                      |
| Methods of Assessment                               | DM1<br>DM3 | DM1<br>DM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM3 | DM1<br>DM2<br>DM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 |

### ADVERTISING: PERSUASIVE MESSAGING SEQUENCE

| Core Courses  | SLO 1              | SLO 2              | SLO 3                                      | SLO 4  | SLO 5  | SLO 6                      | SLO 7  | SLO 8                              | SLO 9                      | SLO 10   |
|---|--------------------|--------------------|--|--|--|----------------------------|--|------------------------------------|----------------------------|--|
| ADV3001: Advertising Strategy                       |                    |                    |  | X  | X  |                            | X  |                                    | X                          | X  |
| ADV3008: Principles of Advertising                  | X                  | X                  | X  |  |  | X                          |  |                                    | X                          |  |
| ADV3403: Branding                                   |                    |                    |  | X  | X  |                            | X  |                                    | X                          | X  |
| ADV3411: Multicultural Advertising in the US        |                    | X                  | X  | X  |  |                            | X  |                                    | X                          | X  |
| ADV3500: Digital Insights                           |                    |                    |  | X  | X  |                            | X  | X                                  | X                          | X  |
| ENC3252: Writing for Strategic Communication        |                    |                    | X  |  | X  |                            |  |                                    | X                          | X  |
| MMC1009: Intro to Media and Communications          |                    | X                  |  | X  |  |                            | X  |                                    |                            | X  |
| MMC2121: Writing Fundamentals for Communicators     |                    |                    |  |  | X  |                            |  |                                    | X                          | X  |
| MMC3203: Ethics and Problems in Mass Communications | X                  | X                  | X  |  |  | X                          |  |                                    |                            |  |
| MMC3420: Consumer and Audience Analysis             |                    |                    |  | X  |  |                            | X  | X                                  |                            | X  |
| MMC4200: Law of Mass Communication                  | X                  | X                  |  |  |  | X                          |  |                                    |                            |  |
| VIC3001: Sight, Sound and Motion                    |                    |                    |  | X  |  |                            | X  |                                    | X                          | X  |
| <b>Methods of Assessment</b>                        | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM2<br/>IM3</b> |

| JOURNALISM   |                   |            |                          |  |  |  |  |  |                                 |  |
|--|-------------------|------------|--------------------------|--|--|--|--|--|---------------------------------|--|
| Core Courses   | SLO 1             | SLO 2      | SLO 3                    | SLO 4                                  | SLO 5                                  | SLO 6                                  | SLO 7                                  | SLO 8                                  | SLO 9                           | SLO 10                                 |
| JOU2100: Broadcast Writing Bootcamp  |                   |            |                          | X                                      | X                                      | X                                      |  |  | X                               |  |
| JOU3015: Principles of Journalism  | X                 | X          | X                        |  | X                                      | X                                      | X                                      |  |                                 |  |
| JOU3101: Reporting   | X                 |            | X                        | X                                      | X                                      | X                                      | X                                      |  | X                               |  |
| JOU3110: Applied Fact Finding  | X                 |            | X                        | X                                      |  | X                                      | X                                      | X                                      | X                               | X                                      |
| JOU3220C: Visual Journalism  | X                 |            |                          | X                                      |  | X                                      |  |  | X                               | X                                      |
| JOU3346L: Multimedia Reporting   | X                 | X          | X                        | X                                      | X                                      | X                                      | X                                      | X                                      | X                               | X                                      |
| MMC1009: Intro to Media and Communications   |                   | X          |                          | X                                      |  |  | X                                      |  |                                 | X                                      |
| MMC2450: Data Literacy For Communicators   |                   |            |                          |  |  | X                                      |  | X                                      |                                 |  |
| MMC2604: Media, Cultures, and Identity   | X                 | X          | X                        |  |  | X                                      | X                                      |  |                                 |  |
| MMC3203: Ethics and Problems in Mass Communications or JOU4700 Problems and Ethics in Journalism | X                 | X          | X                        |  |  | X                                      |  |  |                                 |  |
| MMC4200: Law of Mass Communications  | X                 | X          |                          |  |  | X                                      |  |  |                                 |  |
| Methods of Assessment  | DM1<br>IM1<br>IM3 | DM1<br>DM2 | DM1<br>DM2<br>IM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 |

| JOURNALISM: SPORTS AND MEDIA  |       |       |            |                                 |                                 |                   |                                 |                          |                                 |                                 |
|---|-------|-------|------------|---------------------------------|---------------------------------|-------------------|---------------------------------|--------------------------|---------------------------------|---------------------------------|
| Core Courses  | SLO 1 | SLO 2 | SLO 3      | SLO 4                           | SLO 5                           | SLO 6             | SLO 7                           | SLO 8                    | SLO 9                           | SLO 10                          |
| JOU2100: Broadcast Writing Bootcamp                                       |       |       |            | X                               | X                               | X                 |                                 |                          | X                               |                                 |
| JOU3015: Principles of Journalism   | X     | X     | X          |                                 | X                               | X                 | X                               |                          |                                 |                                 |
| JOU3101: Reporting  | X     |       | X          | X                               | X                               | X                 | X                               |                          | X                               |                                 |
| JOU3110: Applied Fact Finding   | X     |       | X          | X                               |                                 | X                 | X                               | X                        | X                               | X                               |
| JOU3220C: Visual Journalism   |       |       |            | X                               |                                 | X                 |                                 |                          | X                               | X                               |
| JOU3346L: Multimedia Reporting  | X     | X     | X          | X                               | X                               | X                 | X                               | X                        | X                               | X                               |
| JOU4313C: Sports Reporting or RTV3593: Multimedia Sports Reporting        | X     | X     |            | X                               | X                               | X                 | X                               |                          | X                               | X                               |
| MMC2450: Data Literacy for Communicators                                  |       |       |            |                                 |                                 | X                 |                                 | X                        |                                 |                                 |
| MMC2604: Media, Cultures, and Identity or JOU4714: Race, Sports and Media | X     | X     | X          |                                 |                                 | X                 | X                               |                          |                                 |                                 |
| MMC3210: Sports Media Law and Ethics or                                   | X     | X     |            |                                 |                                 | X                 | X                               |                          |                                 |                                 |
| MMC3703: Sports Media and Society   | X     | X     | X          |                                 |                                 | X                 |                                 |                          |                                 |                                 |
| PUR3463: Sports Communication   | X     |       |            |                                 | X                               | X                 |                                 |                          | X                               |                                 |
| RTV3502C: Introduction to Sports Production                               | X     |       |            | X                               |                                 | X                 |                                 |                          | X                               | X                               |
| RTV4959C: Sports Capstone   | X     |       |            | X                               | X                               | X                 |                                 |                          | x                               | X                               |
| Methods of Assessment   | DM1   | DM1   | DM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 | DM1<br>DM2<br>DM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 | DM1<br>DM3<br>IM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 |

### MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: DIGITAL FILM AND TV PRODUCTION

| Core Courses  | SLO 1              | SLO 2              | SLO 3              | SLO 4  | SLO 5  | SLO 6                              | SLO 7                                      | SLO 8              | SLO 9                      | SLO 10                                     |
|---|--------------------|--------------------|--------------------|--|--|------------------------------------|--|--------------------|----------------------------|--|
| ENC3254: Professional Writing in the Discipline   |                    |                    | X                  |  | X  |                                    |  |                    | X                          | X  |
| JOU2040: Writing Mechanics  |                    |                    |                    |  | X  |                                    |  |                    |                            |  |
| MMC1009: Introduction to Media and Communications   |                    | X                  |                    | X  |  |                                    | X  |                    |                            | X  |
| MMC3203: Ethics and Problems in Mass Communications, or RTV3432: Ethics and Problems in Media | X                  | X                  | X                  |  |  | X                                  |  |                    |                            |  |
| RTV2100: Writing for Electronic Media   |                    |                    |                    |  | X  |                                    |  |                    | X                          |  |
| RTV3001: Intro to Media Industries and Professions  |                    | X                  |                    |  |  |                                    |  |                    |                            |  |
| RTV3101: Advanced Writing for Electronic Media  |                    |                    |                    |  | X  |                                    |  |                    | X                          |  |
| RTV3320: Electronic Field Production  |                    |                    |                    | X  |  |                                    |  |                    |                            |  |
| RTV3511: Fundamentals of Production   |                    |                    |                    | X  |  |                                    |  |                    |                            |  |
| RTV3516: Electronic Field Production II   |                    |                    |                    | X  |  |                                    |  |                    | X                          | X  |
| RTV4500: Content Acquisition, Distribution, and Strategy                                      |                    |                    |                    |  |  |                                    | X  | X                  |                            |  |
| RTV4700: Media Law and Policy   | X                  |                    |                    |  |  |                                    | X  |                    |                            |  |
| RTV4929C: Senior Advanced Production Workshop   |                    |                    |                    | X  |  |                                    |  |                    | X                          | X  |
| VIC3001: Sight, Sound, Motion   |                    |                    |                    | X  |  |                                    |  |                    |                            | X  |
| MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media            |                    | X                  | X                  |  |  | X                                  | X  |                    |                            |  |
| <b>Methods of Assessment</b>  | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3</b> | <b>DM1<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM3</b> | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM1<br/>IM3</b> |



### MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: MANAGEMENT AND STRATEGY

| Core Courses  | SLO 1              | SLO 2              | SLO 3              | SLO 4                                      | SLO 5                                      | SLO 6                                      | SLO 7                      | SLO 8                                      | SLO 9                              | SLO 10                             |
|---|--------------------|--------------------|--------------------|--|--|--|----------------------------|--|------------------------------------|------------------------------------|
| ADV3008: Principles of Advertising  | X                  | X                  | X                  |  |  | X  |                            |  | X                                  |                                    |
| ENC3254: Professional Writing in the Discipline   |                    |                    | X                  |  | X  |  |                            |  | X                                  | X                                  |
| JOU3002: Understanding Audiences  |                    |                    |                    | X  |  |  |                            | X  |                                    |                                    |
| MMC1009: Introduction to Media and Communications   |                    | X                  |                    | X  |  |  | X                          |  |                                    | X                                  |
| MMC2121: Writing Fundamentals for Communicators   |                    |                    |                    |  | X  |  |                            |  | X                                  | X                                  |
| MMC3203: Ethics and Problems in Mass Communications, or RTV3432: Ethics and Problems in Telecommunication | X                  | X                  | X                  |  |  | X  |                            |  |                                    |                                    |
| RTV2100: Writing for Electronic Media   |                    |                    |                    |  | X  |  |                            |  | X                                  |                                    |
| RTV3001: Intro to Media Industries and Professions  |                    | X                  |                    |  |  |  |                            |  |                                    |                                    |
| RTV3405: Media and Society  |                    | X                  | X                  |  |  | X  |                            |  |                                    |                                    |
| RTV4500: Content Acquisition, Distribution, and Strategy  |                    |                    |                    |  |  |  | X                          | X  |                                    |                                    |
| RTV4506: Media Research or MMC3420: Consumer and Audience Analytics                                       |                    |                    |                    | X  |  |  | X                          | X  |                                    | X                                  |
| RTV4700: Media Law and Policy   | X                  |                    |                    |  |  |  | X                          |  |                                    |                                    |
| RTV4800: Media Management and Strategy  |                    |                    |                    | X  | X  | X  | X                          |  |                                    | X                                  |
| VIC3001: Sight, Sound, Motion   |                    |                    |                    | X  |  |  |                            |  |                                    | X                                  |
| MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media                        |                    | X                  | X                  |  |  | X  | X                          |  |                                    |                                    |
| <b>Methods of Assessment</b>  | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3</b> | <b>DM1<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM1<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM3</b> | <b>DM1<br/>DM2<br/>DM3<br/>IM3</b> |

### MEDIA PRODUCTION, MANAGEMENT, AND TECHNOLOGY: MEDIA AND SOCIETY

| Core Courses   | SLO 1              | SLO 2              | SLO 3              | SLO 4                              | SLO 5                              | SLO 6                              | SLO 7              | SLO 8              | SLO 9                      | SLO 10                     |
|--|--------------------|--------------------|--------------------|------------------------------------|------------------------------------|------------------------------------|--------------------|--------------------|----------------------------|----------------------------|
| ENC3252: Writing for Strategic Communication                                       |                    |                    | X                  |                                    | X                                  |                                    |                    |                    | X                          | X                          |
| MMC1009: Introduction to Media and Communications                                  |                    | X                  |                    | X                                  |                                    |                                    | X                  |                    |                            | X                          |
| MMC2121: Writing Fundamentals for Communicators                                    |                    |                    |                    |                                    | X                                  |                                    |                    |                    | X                          | X                          |
| MMC4302: World Communication Systems or RTV3411: Race, Gender, Class and the Media |                    | X                  | X                  |                                    |                                    | X                                  | X                  |                    |                            |                            |
| RTV2100: Writing for Electronic Media  |                    |                    |                    |                                    | X                                  |                                    |                    |                    | X                          |                            |
| RTV3001: Intro to Media Industries and Professions                                 |                    | X                  |                    |                                    |                                    |                                    |                    |                    |                            |                            |
| RTV3405: Media and Society   |                    | X                  | X                  |                                    |                                    | X                                  |                    |                    |                            |                            |
| RTV4420: New Media Systems   |                    | X                  |                    |                                    |                                    |                                    | X                  | X                  |                            |                            |
| RTV4700: Media Law and Policy or MMC4200: Law of Mass Communication                | X                  | X                  |                    |                                    |                                    | X                                  |                    |                    |                            |                            |
| VIC3001: Sight, Sound, Motion  |                    |                    |                    | X                                  |                                    |                                    |                    |                    |                            | X                          |
| <b>Methods of Assessment</b>   | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM3<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM3<br/>IM2<br/>IM3</b> | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3</b> | <b>DM1<br/>DM3<br/>IM3</b> | <b>DM1<br/>DM3<br/>IM3</b> |

| PUBLIC RELATIONS                                    |                   |                   |                                 |  |  |                          |  |                                 |                          |  |
|---|-------------------|-------------------|---------------------------------|--|--|--------------------------|--|---------------------------------|--------------------------|--|
| Core Courses  | SLO 1             | SLO 2             | SLO 3                           | SLO 4                                  | SLO 5                                  | SLO 6                    | SLO 7                                  | SLO 8                           | SLO 9                    | SLO 10                                 |
| ENC3252: Writing for Strategic Communication        |                   |                   | X                               |  | X                                      |                          |  |                                 | X                        | X                                      |
| JOU3101: Reporting                                  | X                 |                   |                                 |  | X                                      |                          |  |                                 | X                        | X                                      |
| MMC1009: Introduction to Media and Communications   |                   | X                 |                                 | X                                      |  |                          | X                                      |                                 |                          | X                                      |
| MMC2121: Writing fundamentals for Communications    |                   |                   | X                               |  | X                                      |                          |  |                                 | X                        | X                                      |
| MMC3203: Ethics and Problems in Mass Communications | X                 | X                 | X                               |  |  | X                        |  |                                 |                          |  |
| MMC3420: Consumer and Audience Analytics            |                   |                   |                                 | X                                      |  |                          | X                                      | X                               |                          | X                                      |
| MMC4200: Law of Mass Communications                 | X                 | X                 |                                 |  |  | X                        |  |                                 |                          |  |
| PUR3000: Principles of Public Relations             | X                 | X                 |                                 |  |  |                          |  |                                 | X                        | X                                      |
| PUR3211: Diverse Voices                             |                   | X                 | X                               |  |  | X                        |  |                                 |                          |  |
| PUR3500: Public Relations Research                  |                   | X                 |                                 | X                                      | X                                      |                          | X                                      | X                               | X                        | X                                      |
| PUR4100: Public Relations Writing                   |                   | X                 |                                 | X                                      | X                                      |                          |  |                                 | X                        | X                                      |
| PUR4800: Public Relations Campaigns                 |                   | X                 |                                 | X                                      | X                                      | X                        | X                                      | X                               | X                        | X                                      |
| VIC3001: Sight, Sound, Motion                       |                   |                   |                                 | X                                      |  |                          |  |                                 |                          | X                                      |
| Methods of Assessment                               | DM1<br>DM2<br>DM3 | DM1<br>DM2<br>DM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 | DM1<br>DM2<br>DM3<br>IM1<br>IM3 | DM1<br>DM2<br>DM3<br>IM1 | DM1<br>DM2<br>DM3<br>IM1<br>IM2<br>IM3 |