

**A. Q. Miller School of Journalism and Mass Communications**  
**Assessment of Undergraduate Student Learning Plan**  
Kansas State University

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Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email ([apr@ksu.edu](mailto:apr@ksu.edu)) or attach a hard copy to this document.

**A. College, Department, and Date**

College: College of Arts and Sciences  
Department: A. Q. Miller School of Journalism and Mass Communication  
Date: 9/21/04

**B. Contact Person(s) for the Assessment Plans**

Charles Pearce 532-3964 [charlesp@ksu.edu](mailto:charlesp@ksu.edu)

**C. Degree Program**

B.S. in Journalism and Mass Communications

B.A. in Journalism and Mass Communications (*NOTE: Requirements for B.A. and B.S. students are the same in terms of classes required in the School of Journalism curriculum; therefore, only one assessment plan is being submitted.*)

**D. Assessment of Student Learning Three-Year Plan**

**I. Student Learning Outcome(s)**

Of the eleven standards (AKA Standard Learning Objectives) prescribed by our accrediting agency, our unit will focus on the four marked with "\*" in our three-year assessment plan. These four criteria were selected because they represent core competencies across the four sequences within the School: Advertising, Electronic Media, Journalism, and Public Relations.

- **\*Understand and apply First Amendment principles and the law appropriate to professional practice;**
- **\*Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;**
- Demonstrate an understanding of the diversity of groups in a global society in relationship to communications;
- Understand concepts and apply theories in the use and presentation of image and information;
- Work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- **\*Conduct research and evaluate information by methods appropriate to the communications professions in which they work;**
- **\*Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;**
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts; and
- Apply tools and technologies appropriate for the communications professions in which they work.

**Special Rationale for Selecting These Learning Outcomes:**

These criteria are based on Student Learning Outcomes established by the national accrediting association for our program, the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC).

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**Relationship to K-State Student Learning Outcomes:**

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1. Understand and apply First Amendment principles and the law appropriate to professional practice.	X	X			X	
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	X	X	X	X	X	
3. Demonstrate an understanding of the diversity of groups in a global society in relationship to communications	X		X	X	X	
4. Understand concepts and apply theories in the use and presentation of image and information	X	X	X			
5. work ethically in pursuit of truth, accuracy, fairness and diversity; think critically, creatively and independently	X	X		X	X	
6. Think critically, creatively and independently	X	X				
7. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	X	X			X	
8. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	X	X	X	X	X	
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness	X	X	X		X	
10. Apply basic numerical and statistical concepts	X	X				
11. Apply tools and technologies appropriate for the communications professions in which they work	X	X	X		X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Learning Outcomes	<u>MEASURES</u>			Who is assessed?
	Direct	Indirect	Not Sure	
Understand and apply First Amendment principles and the laws appropriate to professional practice.	Review appropriate examination in MC 565 Law of Mass Communication covering First Amendment principles. All student exams will be reviewed by a faculty committee with expertise in communication law, using a rubric (yet to be developed).			Students enrolled in MC 565 – Law of Mass Communication, a required course for all JMC majors.
		Periodic formal and informal research among alumni regarding the grounding they received in law.		Alumni
Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	Review percentage of accurate answers to questions over media history, selected from each examination in MC 110 Mass Communication in Society.			Students enrolled in MC110 – Mass Comm. in Society, a required course for all JMC majors.
		Periodic formal and informal research among alumni regarding the grounding they received in history of mass communication.		Alumni
Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	Review a sample of randomly selected lab projects in MC 595 Mass Communication Research, using a locally developed rubric for measurement. Review will be conducted by a faculty committee with research background.			Students enrolled in MC 595 – Mass Comm. Research, a required course for all JMC majors
		Periodic formal and informal research among alumni regarding the grounding they received in research application.		Alumni

<p><b>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.</b></p>	<p>1. Assessment of the overall quality of news writing assignments through evaluation of a randomly selected collection of news stories at the end of the semester. Review will be completed by a faculty committee using a locally developed rubric.</p>			<p>Students in MC 590 Public Affairs reporting, a required upper-level class for News-Editorial sequence majors.</p>
	<p>2. Evaluation of final project scripts for productions in MC 580 Video Techniques. Review will be completed by a faculty committee using a locally developed rubric.</p>			<p>Students in MC 580 Video Techniques, an upper-level course for Electronic Media majors.</p>
	<p>3. Assessment of writing for the final project, client-based public relations campaigns generated by student groups in MC 645 PR Campaigns. Review will be completed by a faculty committee using a locally developed rubric.</p>	<p>Qualitative evaluation of student work by campaign clients.</p>		<p>Students in MC 645 Public Relations Campaigns, a capstone course required of all students in the Public Relations sequence.</p>
	<p>4. Assessment of the overall quality of news writing assignments through evaluation of a randomly selected collection of news stories. Review will be completed by a faculty committee using a locally developed rubric.</p>			<p>Students in MC 585 Advanced Electronic News Reporting, a required course for students in the Electronic Journalism option.</p>
	<p>5. Evaluation of student writing for the final project in MC 640 Advertising Campaigns. Review will be completed by a faculty committee using a locally developed rubric.</p>			<p>Students in MC 640 Advertising Campaigns, a senior-level capstone course required for students in the advertising sequence.</p>
		<p>Periodic formal and informal research among alumni on the quality of writing instruction.</p>		<p>Alumni</p>

**3. Tools for Assessment Data Collection:**

<b>ASSESSMENT TOOL</b>	<b>Direct/Indirect</b>	<b>New/Existing</b>	<b>Pre/Posttest</b>
A&S Graduation Survey	Indirect	Existing	
Periodic qualitative and quantitative research among JMC Alumni	Indirect	New	
Samples of student work from classes that address target student learning outcomes	Direct	Existing or New	

**4. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

<b>Learning Outcomes</b>	<b>TIMETABLE FOR ASSESSMENT OF SLOS</b>			<b>Baseline Created</b>
	<b>2005</b>	<b>2006</b>	<b>2007</b>	
<b>Understand and apply First Amendment principles and the law appropriate to professional practice.</b>			Assessment of MC 565 exam covering First Amendment principles for Spring 2007 semester. Appoint committee with communication Law expertise to review student work.	Baseline score of 70% will be used to assess overall competency in First Amendment application.
<b>Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.</b>		Assessment of MC 110 exam questions covering history for Spring 2006 semester. Analyze data at end of semester.		Baseline competency to be determined by percentage of accurate responses to history-based questions on all course exams.
<b>Conduct research and evaluate information by methods appropriate to communications professions in which they work.</b>	Begin assessment of selected MC 595 Research Methods lab assignments for Spring 2005 semester. Curriculum committee and course instructors to develop rubric for measurement. Analyze data.			Baseline competency to be determined based on development of evaluation rubric.
<b>Write correctly and clearly in forms and styles appropriate for communication professions, audiences and purposes they serve.</b>	Assess writing assignments for MC 580 for Spring 2005. Electronic Media sequence will establish rubric.	Assess writing assignments in MC 585 and 590 for Spring 2006 semester classes. Journalism sequence to establish rubrics for these courses.	Assess writing assignments in MC 640 and MC 645. Spring 2007 semester classes. Advertising and public relations sequences establish rubrics.	Baseline competency to be determined based on development of evaluation rubric.

5. What is the unit's process for using assessment results to improve student learning?

Learning Outcomes	Improvement Plan
<p>Understand and apply First Amendment principles and the law appropriate to professional practice.</p>	<p><b>OVERALL IMPROVEMENT PLAN FOR ALL SLOs:</b></p> <ul style="list-style-type: none"> <li>• School curriculum committee has been designated as the administrative group in charge of implementing the assessment plan, under the guidance of Dr. Charles Pearce, the associate director of the School. Curriculum committee is charged with coordinating assessment procedures and writing an annual report. Committee will make recommendations to the School's Director and Faculty Council regarding curriculum.</li> <li>• Sequences charged with developing writing rubrics, beginning with Electronic Media sequence in Spring 2005.</li> <li>• Each fall, Curriculum Committee will conduct curriculum review by the School's curriculum committee, based on assessment data.</li> <li>• Develop procedures for periodic formal and informal assessment of alumni in Fall 2005.</li> <li>• Begin three-year schedule for reviewing course-embedded assessment data from Spring courses, including history questions from MC 110 Mass Communication in Society, First Amendment knowledge as reflected in specified exams from MC 565 Law of Mass Communications, lab research applications in MC 595 Mass Communication research; and writing assignments from specific upper-level and/or capstone classes from the Schools four sequences, including MC 580, MC 585, MC 590, MC 645 and MC 640. (See enclosed timeline for details.)</li> <li>• Begin annual review of data from the Arts and Sciences senior graduation survey.</li> </ul>
<p>Demonstrate an understanding of the history and role of professionals and institutions in shaping communication.</p>	
<p>Conduct research and evaluate information by methods appropriate to the communications professions in which they work.</p>	
<p>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.</p>	