

**A. Q. Miller School of Journalism and Mass Communications**  
**Assessment of 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: 10/23/04

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

Charles Lubbers; 532-3960; [lubbers@ksu.edu](mailto:lubbers@ksu.edu)

**C. Degree Program**

M.S. in Mass Communications

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

**1. 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 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 outcomes 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).

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. <i>* understand and apply First Amendment principles and the law appropriate to professional practice</i>	X		X	
2. <i>*demonstrate an understanding of the history and role of professionals and institutions in shaping communications</i>	X		X	
3. demonstrate an understanding of the diversity of groups in a global society in relationship to communications	X		X	
4. understand concepts and apply theories in the use and presentation of image and information	X	X		
5. work ethically in pursuit of truth, accuracy, fairness and diversity; think critically, creatively and independently	X	X	X	
6. think critically, creatively and independently	X	X	X	
7. <i>*conduct research and evaluate information by methods appropriate to the communications professions in which they work</i>	X	X	X	
8. <i>*write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve</i>	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	
10. apply basic numerical and statistical concepts	X	X	X	
11. apply tools and technologies appropriate for the communications professions in which they work	X	X	X	

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

Learning Outcomes	<u>Measures</u>		Not sure	Who is assessed?
	Direct	Indirect		
<i>* understand and apply First Amendment principles and the law appropriate to professional practice</i>	Paper or hypothetical problem on First Amendment issues			Students enrolled in MC 865 – Seminar in Mass Communications law
		Periodic formal and informal research among alumni regarding the grounding they received in law.		Alumni
<i>*demonstrate an understanding of the history and role of professionals and institutions in shaping communications</i>	Exams questions over historical evolution of mass communication			Graduate students enrolled in MC710 – History of Journalism and MC715 – History of Electronic Media
		Periodic formal and informal research among alumni regarding the grounding they received in mass communication history.		Alumni
<i>*conduct research and evaluate information by methods appropriate to the communications professions in which they work</i>	Evaluation of ability to use and critique research methods as evidenced by the midterm exam in MC 780-Research Methods in Mass Communication			All graduate students when they take this required core research course
		Periodic formal and informal research among alumni regarding the grounding they received in research skills.		Alumni
<i>*write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve</i>	Evaluation of writing skills evidenced during completion of the thesis or report for MC 899 credits.			All graduate students at the end of their program, since a report or thesis is required.
		Periodic formal and informal research among alumni regarding the grounding they received in writing for academic audiences.		Alumni

Tools for Assessment Data Collection:

Tool	Direct/Indirect	New/Existing
Thesis/Project Evaluation – Evaluation by chair	Direct	Existing
JMC Alum Survey	Indirect	New
In-class measures	Direct	Existing or New

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

[Briefly describe the timeframe for how your unit will spread out the assessment of the learning outcomes selected for the three-year plan. For example, provide a layout of the semesters or years (e.g., year 1, year 2, and year 3), list which outcomes will be assessed, and which semester/year the results will be discussed (e.g., discussed with faculty, advisory boards, students, etc.)]

Learning Outcomes	Timetable for Assessment of SLOs			Baseline Created
	2005	2006	2007	
<i>* understand and apply First Amendment principles and the law appropriate to professional practice</i>	Inaugurate the collection of data from MC865 in spring. Begin assessment of knowledge in this area and prepare report by Sept. 1	Exec. Committee reviews report in Fall 05 and makes recommendations for CY 2006. Continue data collection and assessment and prepare a report by Sept. 1.	Changes from 2006 made to class. Continue data collection and assessment and prepare a report by Sept. 1. Launch alumni assessment survey.	Since a minimum acceptable grade in graduate courses is a "B", that will be the baseline.  In many courses this will translate to a minimum score of 80% of the points available.
<i>*demonstrate an understanding of the history and role of professionals and institutions in shaping communication</i>	Inaugurate the collection of data from MC710 and MC715 in Fall. Begin assessment of knowledge in this area and prepare report for Exec. Committee by Feb. 1, 2005.	Executive Committee reviews report and makes recommendations to history instructors for AY 2005-6. Continue data collection and analysis from MC710 and 715. Report to Exec. Comm. by Feb 1.	Exec. Comm. reviews report and makes recommendations to history instructors for AY 2006-7. Continue data collection and analysis from MC 710 and 715. Report to Exec. Comm. by Feb 1. Launch alumni assessment survey.	
<i>*conduct research and evaluate information by methods appropriate to the communications professions in which they work</i>	Inaugurate the collection of data from MC780 in Fall. Begin assessment of knowledge in this area and prepare report for Exec. Committee by Feb. 1, 2005.	Executive Committee reviews report and makes recommendations to instructors for AY 05-6. Continue data collection and analysis from MC 780. Report to Exec. Comm. by Feb 1.	Exec. Comm. reviews report and makes recommendations to history instructors for AY 2006-7. Continue data collection and analysis from MC 780. Report to Exec. Comm. by Feb 1. Launch alumni assessment survey.	
<i>*write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve</i>	Develop the rubric to assess student writing by April 1, and collect data from advisors at the end of each academic term. Prepare initial report for Exec. Comm. by Sept. 1.	Executive Committee reviews report in Fall 05 and makes recommendations for CY 2006. Continue data collection and assessment and prepare a report by Sept. 1.	Exec. Committee reviews report in Fall 06 and makes recommendations for CY 2007. Continue data collection/ assessment and prepare a report by Sept. 1. Launch alumni assessment survey.	

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

Learning Outcomes	Improvement Plan
* <i>understand and apply First Amendment principles and the law appropriate to professional practice</i>	<p><b>OVERALL IMPROVEMENT PLAN FOR ALL SLOs:</b></p> <ul style="list-style-type: none"> <li>• Evaluation of assessment data and reports will be done by the standing Executive Committee of the Graduate Faculty, under the direction of the Miller School's Assistant Director for Graduate Studies and Research. They will prepare recommendations for future course instructors and will provide their assessment to the School's graduate faculty.</li> <li>• In class data collection and reports will be developed by the instructors of the courses in consultation with the Assistant Director, who serves as the Program's Director of Graduate Studies.</li> <li>• Launch a three-year alumni survey in 2007. Alumni survey will gauge the overall effectiveness of the program, but will look specifically at the four outcomes identified here.</li> </ul> <p>These steps should create a constant system of assessment leading to targeted program adjustment that will enhance the strengths identified in the assessment and work to correct the identified weaknesses.</p>
* <i>demonstrate an understanding of the history and role of professionals and institutions in shaping</i>	
* <i>conduct research and evaluate information by methods appropriate to the communications professions in which they work</i>	
* <i>write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve</i>	