Standard 9   Assessment of Learning Outcomes

Executive Summary

The College of Journalism and Communications assesses learning outcomes for both ACEJMC and SACS accreditation purposes. Assessment of ACEJMC outcomes is conducted at the college-level through a survey of graduating students (see end of standard for full-survey), while SACS accreditation is conducted at the department level based on learning outcomes unique to each department that are measured in individual classes.

Assessment activities have significantly expanded during the period under review, making assessment a dynamic process that aids in strategic planning and fosters continuous improvement. Based on data, we assess learning outcomes and program effectiveness using both direct and indirect measures that are consistent with best practice. Each department has formalized, publicly posted learning outcomes and a calendar of regular assessments, and each has used assessment data for planning since the 2010- 2011 academic year. The departments and the college are also guided by program effectiveness goals, which are evaluated annually. We use assessment results to improve both the learning outcomes for students and to improve the assessment process itself.

The specific methods of assessment are varied and include such indirect measures as surveys of graduating seniors and alumni, feedback from professionals, and student performance in competitions and grade distributions. Direct measures include portfolio reviews, projects, internship evaluations, examinations, and **outcomes of student competitions**. Students in all four departments have achieved a high level of success in competitions during the past six years, indicating that our strategies are leading to quantifiable results.

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

Question 1. Provide a copy of 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.

For purposes of ACEJMC accreditation, all graduating seniors are asked to complete an exit survey measuring assessment of ACEJMC standards.

For purposes of SAC accreditation, the student learning outcomes listed below were adopted in each department in August 2010. These outcomes are listed in the online catalog and are accessible for all majors and prospective students. In addition, all outcomes are measured regularly and all findings from assessments are discussed at the department and College levels. Such discussions include implications of the findings and suggestions for future changes to courses, curricula, or to other ways of improving student outcomes. Full assessment plans are available at the end of this standard.

The specific outcomes for each department are as follows:

Department of Advertising

Students in the major will learn to:

1. Describe the role of advertising in a free market system (assessed in *ADV 4800 Advertising Campaigns*).

2. Recognize and discuss the legal and social responsibilities of the advertising system (assessed in *ADV 4800 Advertising Campaigns*).
3. Identify and compare media, research and consumer information and critically analyze their implications for the advertising system (assessed in *ADV 4800 Advertising Campaign*s).
4. Compare and recommend media to best reach a target audience system (assessed in ADV 4800 Advertising Campaigns).
5. Develop an advertising/marketing communications plan system (assessed in ADV 4800 Advertising Campaigns).
6. Conceptualize and create persuasive messages for a variety of media systems (assessed in ADV 4101 Copy & Visualization).
7. Work cooperatively and efficiently in a team environment system (assessed in ADV 4800 Advertising Campaigns).
8. Give professional and informative oral presentations of advertising recommendations system (assessed in ADV 4101 Copy & Visualization).

Department of Journalism

Students in the major will learn to:

1. Identify how to avoid libel, invasion of privacy and copyright infringement, and describe the meaning of the First Amendment (assessed in *MMC 4200 Law of Mass Communications*).
2. Publish a timely enterprise story with multimedia of sufficient quality to be published with relatively minor editing (assessed in *JOU 4201 News Center Practicum*).
3. Correctly calculate and interpret numbers commonly used by journalists (assessed in *JOU 4201 News Center Practicum*).
4. Pitch a distinctive local story of any genre (news, feature, sports, etc.) relevant to the audience using multimedia (text plus photo and either audio or video) (assessed in *JOU 4201 News Center Practicum*).

Department of Public Relations

Students in the major will learn to:

1. Identify and discuss concepts and theories relevant to effective public relations practice (assessed in *PUR 4800 Public Relations Campaigns*).
2. Describe the history and role of professionals and institutions in shaping public relations practice (assessed in *PUR 4800 Public Relations Campaigns*).
3. Display professional ethical principles and exemplify the values of truth, honesty, accuracy, fairness and diversity (assessed in *PUR 4100 Public Relations Writing*).
4. Appropriately apply tools and technologies relevant to public relations practice (assessed in *PUR 4800 Public Relations Campaigns*).
5. Gather information and conduct research for public relations planning and evaluation (assessed in *PUR 4800 Public Relations Campaigns*).
6. Appropriately apply basic numerical and statistical concepts for public relations planning and evaluation (assessed in *PUR 4800 Public Relations Campaigns*).
7. Creatively and independently analyze public relations problems (assessed in *PUR 4800 Public Relations Campaigns*).
8. Write correctly and clearly in forms and styles appropriate for public relations practice (assessed in *PUR 4100 Public Relations Writing*).
9. Select and use images and information for public relations practice (assessed in *PUR 4100 Public Relations Writing*).

Department of Telecommunication

Because the program is divided into tracks, assessments for all but two of the SLOs are conducted across several classes that are unique to each specialization.

Students in the major will learn to:

1. Identify, describe or apply concepts and theories in the use and presentation of content (assessed in *RTV 3304 Radio News 2*; *RTV 4301 Electronic News and Reporting 2*; *RTV 4800 Telecommunication Planning and Operations*; *RTV 4929c Senior Advanced Workshop in Telecommunication Production*; *RTV 4905 Independent Study*).
2. Identify, describe or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity (assessed in *RTV 4432 Ethics and Problems in Telecommunication*).
3. Identify, describe or apply the tools and technologies appropriate for the telecommunication professions (assessed in *RTV 3304 Radio News 2*; *RTV 4301 Electronic News and Reporting 2*; *RTV 4800 Telecommunication Planning and Operations*; *RTV 4929c Senior Advanced Workshop in Telecommunication Production*; *RTV 4905 Independent Study*).
4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions (assessed in *RTV 4432 Ethics and Problems in Telecommunication*).
5. Produce appropriate output that demonstrates creativity and critical thinking, independently or collaboratively (assessed in *RTV 3304 Radio News 2*; *RTV 4301 Electronic News and Reporting 2*; *RTV 4800 Telecommunication Planning and Operations*; *RTV 4929c Senior Advanced Workshop in Telecommunication Production*; *RTV 4905 Independent Study*).
6. Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve (assessed in *RTV 3304 Radio News 2*; *RTV 4301 Electronic News and Reporting 2*; *RTV 4800 Telecommunication Planning and Operations*; *RTV 4929c Senior Advanced Workshop in Telecommunication Production*; *RTV 4905 Independent Study*).

Question 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.

Definitions of goals are provided in the answer to Question 1 above. Specific examples of the College's assessment plans are presented on page 198 at the end of this standard.

Question 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 copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available.

ACEJMC Professional Values and Competencies

The 2017 version of the graduating students survey added indirect assessments of ACEJMC Professional Values and Competencies. Specifically, students were asked to express their level of agreement that "your education from the College of Journalism and Communications has taught you to…," followed by each competency. All items were assessed on a Likert scale that ranged from 1 (strongly disagree) to 5 (strongly agree).

The following table shows graduating seniors' ratings for each of the ACEJMC professional values and competencies. The table shows that students agreed their education had taught them each of the competencies. The weakest item (M = 3.84) was "Apply basic numerical and statistical concepts." The strongest items were "Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness" (M = 4.50), "Think critically, creatively and independently" (M = 4.49) and "Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve" (M = 4.47).

Student Assessment of ACEJMC Professional Values and Competencies

#	Survey Question	Fall 2016		Spring 2017		2016/2017		
		Mean	SD	Mean	SD	Mean	SD	Rank
13.2.1	Understand and apply the principles and laws of freedom of speech and press.	4.37	.692	4.41	.78	4.4	.772	5
13.2.2	Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.	4.14	.860	4.21	.893	4.20	.887	10
13.2.3	Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.	4.17	.894	4.17	1.005	4.17	.985	11
13.2.4	Demonstrate an understanding of gender, race, ethnicity, sexual orientation, and other forms of diversity in domestic society in relation to mass communications.	4.19	.868	4.25	.958	4.24	.943	9
13.3.1	Understand concepts and apply theories in the use and presentation of images and information.	4.29	.744	4.34	.836	4.33	.820	6
13.3.2	Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	4.36	.783	4.46	.767	4.45	.77	4
13.3.3	Think critically, creatively and independently.	4.41	.949	4.51	.843	4.49	.861	2
13.3.4	Conduct research and evaluate information by methods appropriate to the communications professions in which you will work.	4.17	.950	4.33	.898	4.30	.908	7

13.4.1	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	4.34	.993	4.5	.735	4.47	.786	3
13.4.2	Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.[1]	4.32	.880	4.54	.742	4.50	.771	1
13.4.3	Apply basic numerical and statistical concepts.	3.86	1.115	3.84	1.146	3.84	1.14	12
13.4.4	Apply tools and technologies appropriate for the communications professions in which you will work.	4.33	1.033	4.26	.990	4.27	.996	8

[1]There was only one significant difference between the Fall 2016 and Spring 2017 ratings. The Spring 2017 rating of "Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness" was significantly higher than the Fall 2016 rating.

In response to the survey results the college has instituted a number of curriculum changes. Because "Apply basic numerical and statistical concepts" was the poorest performing item, and in light of the need for quantitative skills in all the professions served by the college, the Department of Journalism has created several data-based courses, including: JOU 4930 Data Viz and Mapping, JOU 3305, Data Journalism, and MMC 2450, Data Literacy for Communicators. The other three departments now require a new course, MMC 3420, Consumer and Audience Analytics. In a change from our last accreditation visit, all four departments now require a basic statistics course for their majors.

Student Career Preferences and Curriculum Change. The graduating senior survey used to assess ACEJMC standards also included a question about the students' desired career field revealed that a plurality (35 percent in 2016, 32 percent in 2017) desired a career in an advertising or public relations agency. In addition, the 2017 survey revealed that a significant percentage of graduates (22 percent) wish to have general communication skills that can be used in other industries, such as health, sales, marketing, etc. In response, the Department of Advertising is proposing a two-track system: agency track and persuasion track. Whereas the persuasion track will include classes that prepare students for a broad variety of fields, the agency track will focus on preparing students for agency careers.

In 2016, just over 10 percent of the respondents indicated an interest in sports as a field of study, a number that grew to 14 percent among respondents in the 2017 survey. In response, the Department of Journalism has created a sports media track with an emphasis on multimedia sports reporting and promotion. The department has also added a faculty member with a joint appointment to the College of Health and Human Performance who specializes in sports journalism.

Very few students indicated an interest in publishing (1.9 percent) or newspapers (2.1 percent). In response, the Department of Journalism has moved away from a newspaper focus and embraced a curriculum emphasizing rigorous, multiplatform communications skills. New sequences of courses focus on broad, employer-valued skills such as data numeracy and web apps and coding.

Many students indicated a career interest in entertainment (21 percent). In response, the Department of Telecommunication has supported an entertainment focused student group, ChomPics, a visual and audio media production organization sponsored by the University of Florida's chapter of the National Broadcasting Society. Students gain experience in directing, podcasts and talk-radio, entertainment news, advertising and marketing, production, writing, cinematography, art direction, editing, and anchoring/hosting.

Significant numbers of students indicated an interest in careers in social media (21 percent) and graphic/web design (7 percent). In response, the College created combined degree opportunities for students in the college's graduate specializations in social media and web design, and online communications. These specializations have already attracted dozens of undergraduates who benefit from the deeper focus provided in the graduate classes.

Student Engagement and Experiences. A distinguishing strength of the College is the variety of engagement and experiential opportunities afforded our majors. The survey revealed there was broad participation among graduating students in experiential opportunities. The most common opportunities involving the graduating class were the Innovation News Center (145 students), WUFT-TV (124 students), the Radio Reading Service (89 students), ChomPics (87 students) the *frank* conference (86 students), WRUF-TV (83 students), and The Agency (81 students). A total of 50 or more students also reported experiential learning through Rock 104, ESPN 98.1/850 WRUF, Country 103.7, The Gator, the Bateman Team, Alpha Productions, and Orange & Blue Magazine.

With respect to engagement opportunities, many graduating seniors reported membership in college-affiliated student groups. These included: Ad Society (18 percent), Florida Magazine Student Association (4 percent), Hispanic Communicators Association (3 percent), Journalism and Communications Ambassadors (10 percent), National Association of Black Journalists (3 percent), Gator National Broadcasting Society (13 percent), Public Relations Student Society of America (20 percent), and the Media and Society Club (4 percent).

Graduating Senior Survey Results , AY 2015-2016 and AY 2016-2017

Career Preferences	F15-S16	F16-S17
What is your desired career field: advertising or public relations agency	35%	32%
What is your desired career field: communication in other industries		22%
What is your desired career field: communication in sports industries	10%	14%
What is your desired career field: publishing	2%	2%
What is your desired career field: newspapers	2%	2%
What is your desired career field: entertainment	21%	18%
What is your desired career field: social media	21%	21%
What is your desired career field: web design	7%	10%
Student Experiences and Engagement (number of students)	**F15-S16**	**F16-S17**
Innovation News Center	145	89
WUFT-TV	124	76
Radio Reading Service	89	34
ChomPics	87	29
WRUF-TV	83	34
The Agency	81	32
Career readiness (percent)	**F15-S16**	**F16-S17**
Internship Experience (percent of seniors with one or more)	77%	80%
Percent saying internship was at least "somewhat" relevant to career field	86%	93%
Percent saying prepared or very prepared "to begin working for a company in a fulfilling career"	61%	64%
Percent indicating they are at least "somewhat" confident their first job search would land them a desirable position	66%	74%

Career Readiness

The College has had great success in encouraging students to complete a professional internship. Just under 77 percent of 2016 graduating seniors reported completing either a 6+ week or 150-hour internship during their time at Florida, a figure that increased to 80 percent in the most recent survey. On a separate question, 86 percent of the 2016 class, and 93 percent of the 2017 class thought their internship experience was "somewhat relevant," "relevant," or "very relevant" to the general field in which they planned to start their career.

The 2016 sample believed they were "prepared" (39 percent) or "very prepared" (22 percent) to "right now … begin working for a company in a fulfilling career." An additional 23 percent reported they were "somewhat prepared." Only 2 percent reported feeling "somewhat unprepared" and an additional 2 percent felt "very unprepared." Overall numbers were similar in the 2017 sample, with a total of 64 percent believing they were prepared or very prepared.

Seniors were also asked "How confident are you that your first search for a job will land you a desirable position?" About 66 percent of respondents expressed that they were somewhat confident, confident, or very confident in the 2016 sample, and this increased to 74 percent in the 2017 sample.

Most CJC graduating seniors prefer to begin their careers and forgo graduate school. Among respondents in 2016, 72 percent indicated they planned to start their careers after graduation while only 14 percent indicated they planned to attend graduate school. For 2017, the numbers were 73 percent and 16 percent, respectively.

Considering only those students looking to start a career upon graduation, 27 percent (2016) or 34 percent (2017) had accepted a job offer at the time they completed the survey. An additional 12 percent (2016) or 10 percent (2017) were considering an offer, and about 7 percent (in both samples) had declined an offer and were still looking.

The senior survey revealed students may wait too long to begin their career search. Of those who reported they had applied for jobs, a small number (7 percent in 2016, 4 percent in 2017) had only started their search within a week of graduating. A somewhat larger group (20 percent in 2016, 15 percent in 2017) started the search a month before graduation. The largest groups (66 percent in 2016, 62 percent in 2017 started their search two months or more before graduation.

The College has emphasized job readiness in the past five years and has implemented several initiatives to encourage student proactivity in launching their careers early. These initiatives include a new course (*MMC 1009 Introduction to Media and Communications*) which focuses on career preparedness. The Journalism Department offers a career preparedness course taught by an experienced teacher and former journalist and the Public Relations Department offers a new class in personal branding. As stated elsewhere, the College provides space for a Career Resource Professional in the advising office to meet with students, critique resumes, and assist with job hunting.

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

Each department maintains an active advisory council of professionals who meet every fall and spring with the faculty and administration. (See Appendix 1D). The councils spend considerable time meeting and coaching students, reviewing the college's curricula, and sharing insights about changes in the professions. The process for selecting advisory council members has been substantially revised in recent years to ensure a greater mix of professionals along lines of race, gender, age, and profession. These changes have also established limits for terms on the council to ensure fresh perspectives are constantly being introduced in the college. Many, but not all, of the council members are alumni of the College.

Professionals make significant contributions to the assessment process. Advisory council members interact with students and faculty and provide assessment feedback on a consistent basis. The councils meet on campus each fall and spring, and many council members serve as mentors to individual students, offering critiques of their work and career advice throughout the year. Other professionals contribute as well, joining Advisory council members in the assessment of portfolios and projects and providing internship evaluations. Faculty members also seek and receive feedback at professional meetings and in other interactions with professionals about the work performance of alumni already holding professional positions.

In 2016-2017, the College developed an integrated set of guidelines for the department advisory councils that included limiting terms, goals of diversity and inclusivity, and a greater definition of the purpose and outcomes that guide council contributions. Thus, council membership is growing younger, more diverse, and members are being drawn from a wider variety of industries and backgrounds.

Question 5. List online awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.

In addition to the formal assessment of learning outcomes conducted in each department for the University, the College considers student performance in contests as a direct measure of student competency. Selected outcomes for student performance in competitions during the last six years is presented below.

There are various broadcast productions that are an integral part of the College. They have a dual function as part of the outreach mission of a land-grant university and as instructional and research laboratories within the College. The stations work very closely with the faculty, departments and dean's office and include several staff members who hold faculty appointments. The largest percentage of interaction is, of course, with the Telecommunication Department faculty and students. Station management proactively welcomes students and embraces the integration of the stations within the College. The radio and television stations play a significant role in the professional education of the students.

The awards listed below are a small sample of the hundreds of student honors that have been achieved within the past five years. A more complete listing is available in Appendix 9D and online.

Sample Awards Won By CJC Students, 2012-2017

Date	Awarded By	Recipient(s)	Title of Award
2017	National Hearst Journalism Awards	Maggie Lorenz	1st Place, TV Reporting
	Florida AP Professional Broadcasting	Briana Erickson	1st Place, Radio Investigative
	SPJ Sunshine State Awards	Associate Professor John Freeman's Class	Finalist, Best Coverage of Race and Minorities
	National Hearst Journalism Awards	Drea Cornejo	1st Place, Best Story of the Year
	National Broadcasting Society	UF Chapter	1st Place, Most Motivated

2016	SPJ Sunshine State Awards	WUFT *Noticias* Staff	1st Place, Spanish All Media
	Florida AP Professional Broadcasting	Marie Edinger	Individual Achievement
	Florida AP Professional Broadcasting	WUFT-FM Staff	1st Place, Best Overall
	Florida AP Professional Broadcasting	Josh Williams	1st Place, Series
	Florida AP College Broadcasting	Morgan Rynor	1st Place, Breaking News
2015	SPJ National Mark of Excellence	Ryan Nelson	1st Place, Radio In-depth Reporting
	SPJ Regional Mark of Excellence	James Torrez	Finalist, TV General News Reporting
	Florida AP Professional Broadcasting	Leah Harding	Finalist, Cultural/Historical Feature
	Florida AP College Broadcasting	Amanda Clark	1st Place, Best TV Newscast
	National Broadcasting Society	Zak Dahlheimer	Grand Prize, Best Video News Segment
	Public Relations Society of America	CJC Team	2nd Place, Bateman Competition
2014	RTDNA Murrow Regional Awards	Chris Peralta	1st Place, News Documentary
	Television Academy (Emmy Award)	Shauna Mackey	3rd Place, Newscast
	RTDNA Murrow Regional Awards	Leah Harding	1sr Place, Use of Video (online)
	Public Relations Society of America	CJC Team	1st Place, Bateman Competition
	Florida AP Professional Broadcasting	WUFT News	1st Place, Best Website
2013	National Hearst Journalism Awards	Steven Gallo	Finalist, Television News
	SPJ National Mark of Excellence Award	Cameron Taylor	Finalist, Radio News Reporting
	PRNDI Awards	Luis Giraldo	Finalist, Best Multi-media Presentation
	National Broadcasting Society	Cameron Taylor	Grand Prize, Video News Segment
	National Hearst Awards	Steven Gallo	1st Place, Radio News
	Student Clio Awards	CJC Team	Bronze
2012	SPJ Region 3 Mark of Excellence	WUFT News	1st Place, Best All Around Newscast
	SPJ Sunshine State Award	Marc Whitman	1st Place, Sports Reporting

	Florida AP Professional Broadcasting	Ricardo Navarro	1st Place, Best Hard News
	National Broadcasting Society	Trent Kelly	Grand Prize, Video News Package
	Public Relations Society of America	UF CJC Team	2nd Place, Bateman Competition

Question 6. List online by specialty each member of the graduating class of 2014 and those graduates' current jobs. If practical, please 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 professions and to improve curriculum and instruction.

A table detailing the job placement of the 2014 graduating class is presented in Appendix 9E. Records for the graduating class of 2014 were compiled through collaboration with the UF Office of Advancement. Data from 136 alumni were available with approximately 700 "unknowns."

Assessing Student Experiences

Tracking of graduates and acquisition of feedback regarding alumni experiences in the College is accomplished in several ways. First, the UF Office of Advancement maintains records and contact with alumni through alumni activities, mailings and other interactions. The dean's office works collaboratively with the University's Advancement Office so that both Advancement and the College maintain current addresses for and updated career information about our alumni. The College also maintains regular contact with alumni through its monthly publication, *e-Communigator*, and gains feedback informally through reunions in Gainesville and visits and social gatherings off campus, especially as part of the dean's and College major development officer's outreach activities. Finally, the College receives feedback formally via an alumni survey.

Professionals make significant contributions to the assessment process. Each department in the College has an active advisory council consisting of distinguished, working professionals with a broad range of experiences. Advisory council members interact with students and faculty and provide assessment feedback on a consistent basis. The councils meet on campus each fall and spring, and many council members serve as mentors to individual students, offering critiques of their work and career advice throughout the year.

Other professionals contribute as well, joining advisory council members in the assessment of portfolios and projects and providing internship evaluations. Faculty members also seek and receive feedback at professional meetings and in other interactions with professionals about the work performance of alumni already holding professional positions.

The departments also receive feedback from a broad range of professionals during job fairs, the newly created Career Day and other on-campus interview sessions and through contact with professionals regarding position openings and performance of alumni working in industry positions. Faculty members and professionals interact at professional meetings (e.g. RTDNA, PRSA, NPPA, ASNE, FPA/FSNE) and during formal and informal trips to various media outlets across the state and nation. Faculty members also interact with alumni working in the professions during College and Alumni Association functions on campus. In conjunction with their outreach activities, the dean and development officer meet frequently with individual alumni and alumni groups throughout Florida and other parts of the country, especially the New York and Washington, D.C. regions. These visits often yield useful advice and evaluation about student curricular needs and alumni job performance which the dean and development officer share with relevant department chairs and other faculty.

Spring 2016 Graduation Survey Results
Undergraduates in Journalism and Communications

Office of Institutional Planning & Research April, 2016

Q1 - Q4 are for internal purposes

Q5 - How many years did it take to complete your degree at the University of Florida? (Whole number only)

Responses	# of responses	% of all responses
2	33	10%
3	36	11%
4	246	73%
5	20	6%
6	*	*
7	*	*
9+	*	*
Total Responses	**339**	**100**%

Q6 - What WILL BE or is MOST LIKELY to be your PRINCIPAL activity upon graduation? (Check all that apply)

Response	# of responses	% of unique respondents	% of all responses
Employment/job, full-time paid (even if currently still looking)	240	71%	41%
Employment/job, part-time paid (even if currently still looking)	64	19%	11%
Graduate (Master's or doctoral degree) or professional school, full-time	63	19%	11%
Graduate (Master's or doctoral degree) or professional school, part-time	8	2%	1%
Internship	97	29%	17%
Military service	*	*	*
Volunteer activity (e.g., Peace Corps)	11	3%	2%
Studying for exam that will impact next professional/academic steps	18	5%	3%
Travel	68	20%	2%
Starting or raising a family	8	2%	1%
Not listed (or clarification of option selected above - please specify)	*	*	*
Total Unique Respondents	**39**		
Total Responses	**583**		**100**%

Q7 - If employment will most likely be your primary activity, which of the following best describes your current state of plans for employment immediately after graduation?

Responses	# of responses	% of all responses
Have accepted a position (including residency positions and military service)	67	22%
Already have a position/staying in current position (including military service)	12	4%
Already have a position BUT actively job searching for something better aligned with career goals	30	10%
Have been offered a position or multiple positions, but declined positions and still searching for preferred position	13	4%
Considering one or more offers	14	5%
Currently searching or waiting on offers	103	34%
Will begin searching for a position after graduation	47	16%
Entrepreneurship/Starting own business	*	*
Freelance/contract work	*	*
Other (please specify)	**9**	**3%**
Total Responses	**300**	**100%**

Q8 and Q9 are open-ended questions. Please request results.

Q10 - What is your starting annual salary excluding benefits or bonuses?

Responses	# of responses	% of all responses
Under $25,000	23	27%
$25,000 - $35,000	33	39%
$35,001 - $45,000	22	26%
$45,001 - $55,000	*	*
$55,001 - $65,000	*	*
Total Responses	**85**	**100%**

Q11 and Q12 are open-ended questions. Please request results.

Q13 - Which occupation category best describes the position you have accepted or are seeking?

Responses	# of responses	% of all responses
Agriculture (including Horticulture)	*	*
Arts (Creative Writing, Studio Arts and Performance Arts: Dance, Music, Theater)	9	3%
Athletics	*	*

Business Administration	*	*
Computer Science/Information Technology (IT)	*	*
Design (Digital Media, Fashion, Advertising)	14	5%
Education/Teaching (elementary-university)	8	3%
Environmental Service and Conservation	*	*
Government (including public policy)	*	*
Healthcare Practitioner (Nurse, Doctor, Veterinarian, Ophthalmologist, Pharmacist, Dentist, etc.)	*	*
Hospitality, Recreation & Entertainment	*	*
Journalism (Reporting, Sports Media, Editing	74	25%
Law/Legal Services	*	*
Management (including Human Resources and Training)	*	*
Marketing	28	9%
Non-profit	8	3%
Public Relations/Advertising	86	29%
Research	*	*
Sales (Retail, Business to Business)	20	7%
Transportation & Logistics	*	*
Not Listed (please specify)	26	9%
Total Responses	**300**	**100**%

Q14 - In what state will you be employed or are employed?

Responses	# of responses	% of all responses
Alabama	*	*
Arizona	*	*
California	*	*
District of Columbia	*	*
Florida	73	59%
Georgia	*	*
Illinois	*	*
Indiana	*	*
Louisiana	*	*
Massachusetts	*	*
New York	16	13%
North Carolina	*	*
Pennsylvania	*	*
South Carolina	*	*

Tennessee	*	*
Texas	*	*
Virginia	*	*
Wisconsin	*	*
Outside of the United States (please specify where)	6	5%
Total Responses	**123**	**100**%

Q15 - How did you find your full-time and/or part-time employment opportunity? (Check all that apply)

Responses	# of responses	% of unique respondents	% of all responses
Job search did not take place because already employed	*	*	*
Academic department (faculty & advisors)	7	5%	3%
Career Resource Center (job postings, interviews, etc.)	12	9%	6%
UF Career Fairs	16	12%	8%
Professional contacts	34	25%	17%
Family/friends	35	26%	17%
Other job/career fairs (statewide job fair or other local, regional, or state job fair, etc.)	*	*	*
Alumni	6	4%	3%
Job ads in publication/print media *	*	*	
Previous work with an employer	20	15%	10%
Professional association(s)	11	8%	5%
Internet site(s)	38	28%	19%
Other (please specify)	14	1 %	7%
Total Unique Respondents	**136**		
Total Responses	**205**		**100**%

Q16 - Did you complete an internship (either academic or non-academic) while attending the University of Florida? (If you had both academic and non-academic internships, please indicate that in your response below)

Responses	# of responses	% of all responses
No - I did not complete an internship while attending UF	56	17%
Yes - I completed 1 or more academic internship (credit bearing)	86	25%
Yes - I completed 1 or more non-academic internship (non-credit bearing)	96	28%
Yes - I completed both academic and non-academic internships	101	30%
Total Responses	**339**	**100**%

Q17 - How did you find your academic or non-academic internship(s)? (Check all that apply)

Responses	# of responses	% of unique respondents	% of all responses
Career Resource Center (job postings, interviews, etc.)	41	14%	8%
UF Career Fairs	40	14%	8%
Academic department faculty & advisors	51	18%	10%
Professional contacts	64	23%	12%
Family/friends	116	41%	22%
Other job/career fairs (statewide job fair or other local, regional, or state job fair, etc.)	8	3%	2%
Alumni	16	6%	3%
Job ads in publication/print media	14	5%	3%
Previous work with an employer	19	7%	4%
Professional association(s)	24	8%	5%
Internet site(s)	90	32%	17%
Created internship at organization was already working/employed with	12	4%	2%
Other (please specify)	22	8%	4%
Total Unique Respondents	**283**		
Total Responses	**517**		**100**%

Q18 - Q21 are open-ended questions. Please request results.

Q22 - Did you work while attending UF?

Responses	# of responses	% of all responses
Yes, I worked at one or more companies/organizations not affiliated with UF (e.g. local bank, retail outlet, etc.)	133	39%
Yes, I was a student worker employed by the University of Florida or a specific UF department (e.g.: Federal Work-Study,	69	20%
Yes, I was a student worker employed by the University of Florida AND I also worked at one or more companies/organization	33	10%
No, I did not work while attending UF	99	29%
Other (please specify)	*	*
Total Responses	**339**	**100**%

Q23 - Q24 are open-ended questions. Please request results.

Q25 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Law (L.L.B. or J.D.)

Responses	# of responses	% of all responses
Immediately upon graduation	14	4%
Future plans	43	13%
Not applicable	281	83%
Total Responses	**338**	**100**%

Q26 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Medicine (M.D.)

Responses	# of responses	% of all responses
Future plans	*	*
Not applicable	337	100%
Total Responses	**338**	**100**%

Q27 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Other Medical (D.D.S., D.M.D., D.C., D.C.M., D.N.P.,O.D., D.O., Pharm.D., D.P.M., D.P., Pod.D., D.V.M., or other)

Responses	# of responses	% of all responses
Future plans	*	*
Not applicable	337	100%
Total Responses	**338**	**100**%

Q28 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Second Bachelors Degree

Responses	# of responses	% of all responses
Immediately upon graduation	*	*
Future plans	13	4%
Not applicable	323	96%
Total Responses	**338**	**100%**

Q29 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Masters Degree (M.A., M.S., M.F.A., or other)

Responses	# of responses	% of all responses
Immediately upon graduation	28	8%
Future plans	48	44%
Not applicable	162	48%
Total Responses	**338**	**100%**

Q30 - Which, if any, degrees do you plan to pursue either immediately upon graduation or at any time in the future? - Doctorate (Ph.D., Ed.D., or other)

Responses	# of responses	% of all responses
Future plans	28	8%
Not applicable	310	92%
Total Responses	**338**	**100%**

Q31 - In which fields do you plan to pursue a Masters degree or Doctorate? (Check all that apply)

Responses	# of responses	% of unique respondents	% of all responses
Business Management	19	31%	22%
Communication, Journalism and Related Programs	22	35%	26%
Communications Technologies	*	*	*
Economics	*	*	*
Education	*	*	*
Engineering	*	*	*
English and Literature	*	*	*
Health Professions and Related Clinical Sciences (Medicine, Dentistry, Health Services, Allied Health, Nursing, Public Health	*	*	*

International Business	*	*	*
Legal Studies	7	11%	8%
Marketing Operations	*	*	*
Parks, Recreation, Leisure and Fitness Studies	*	*	*
Physical Therapy and Occupational Therapy	*	*	*
Psychology	*	*	*
Public Administration	*	*	*
Visual and Performing Arts	*	*	*
Not Listed (please specify)	14	23%	16%
Total Unique Respondents	**62**		
Total Responses	**85**	**100**%	

Q32 - Have you already been accepted to a university for graduate studies?

Responses	# of responses	% of all responses
Yes	36	52%
No	33	48%
Total Responses	**69**	**100**%

Q33 and Q34 are open-ended questions. Please request results.

Q35 - The following factors have had the MOST impact on my plans after graduation: (Check all that apply)

Responses	# of responses	% of unique respondents	% of all responses
Family (including: parents, significant other, children)	181	54%	15%
Work-related experience (e.g.: employment, internship, research, etc.)	233	69%	19%
Opportunity to make difference or have a positive impact	120	36%	10%
Pay/Salary	147	43%	12%
Cost of living (i.e. living expenses compared with rate of pay/salary)	147	43%	12%
Opportunity to develop professionally or academically	188	56%	16%
Desire to move to specific geographic location	131	39%	11%

Graduate or academic program	48	14%	4%
Other/Not listed	6	2%	0%
Total Unique Respondents	**338**		
Total Responses	**1201**		**100**%

Q37 is an open-ended question. Q38 - Q43 are for the College of Business Administration only. Please request results.

Q36 - Please rate your overall satisfaction with your university experience at UF

Responses	# of responses	% of all responses
Very dissatisfied	*	*
Dissatisfied	7	2%
Somewhat dissatisfied	7	2%
Somewhat satisfied	23	7%
Satisfied	109	32%
Very satisfied	187	55%
Total Responses	**338**	**100**%

Department of Advertising: Bachelor of Science Degree
Undergraduate Academic Assessment Plan

College of Journalism and Communications - September 2012

Introduction

The Department of Advertising's mission aligns directly with the mission of the University of Florida and the College of Journalism and Communications as laid out in the Strategic Plan of the State Board of Governors: "The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. Through its mission of education, research and service, the University of Florida nurtures young people from diverse backgrounds to address the needs of our societies while creating new knowledge and the pursuit of new ideas." Specifically, the Department of Advertising's mission is to:

1. Create and promote new knowledge and understanding of advertising and other marketing-related communication as a resource to the academic and professional communities;

2. Attract and develop the best talent for its undergraduate, masters, and doctoral programs and prepares them to make significant contributions to an ever-changing, diverse, global future;

3. Provide the academic and professional communities with ethical leaders whose efforts and ideas affect the growth and development of the profession of advertising and advertising education; and

4. Prepare and support students and faculty in taking the "next" step in their career development.

Student Learning Outcomes (SLOs)

The Department of Advertising's existing Student Learning outcomes, shown below, were revised to better reflect the advertising curriculum and an "understand, analyze, create" learning outcome perspective.

1. Understand concepts and theoretical perspectives relevant to the creation and execution of advertising campaigns.

2. Understand ethical principles and the importance of truth, honesty, accuracy, fairness and diversity in advertising.

3. Apply tools and technologies relevant to the practice of advertising.

4. Gather information and conduct research for campaign planning and evaluation.

5. Analyze information and apply problem solving skills in the development of an advertising campaign.

6. Write correctly and clearly in forms and styles appropriate for the advertising profession.

The six existing SLOs were revised/converted into the following new SLOs:

Content (Understand)

SLO1: Describe the role of advertising in a free market system.
SLO2: Recognize and discuss the legal and social responsibilities of advertising.

Critical Thinking (Analyze)

SLO3: Identify and compare media, research and consumer information and critically analyze their implications for advertising.
SLO4: Compare and recommend media to best reach a target audience.

Communication (Create)

SLO5: Develop an advertising/marketing communications plan.
SLO6: Conceptualize and create persuasive messages for a variety of media.
SLO7: Work cooperatively and efficiently in a team environment.
SLO8: Give professional and informative oral presentations of advertising recommendations.

The table below shows how the existing SLOs are reflected in the new SLOs. For example, the new SLO1 is a new SLO that was not reflected in the existing SLOs. Further, the existing SLO2 is reflected in the new SLO2. The existing SLO3, SLO4 and SLO5 are represented in the new SLO3, SLO4, SLO5, SLO6 and SLO8. Lastly, the original SLO6 is included in SLO5 and SLO6. SLO7 and SLO8 are new SLOs.

New/Revised SLOs	Existing SLOs
SLO1: Describe the role of advertising in a free market system.	Not present in existing SLOs.
SLO2: Recognize and discuss the legal and social responsibilities of advertising.	SLO2: Understand ethical principles and the importance of truth, honesty, accuracy, fairness and diversity in advertising.
SLO3: Identify and compare media, research and consumer information and critically analyze their implications for advertising.	SLO3: Apply tools and technologies relevant to the practice of advertising.
SLO4: Compare and recommend media to best reach a target audience.	SLO4: Gather information and conduct research for campaign planning and evaluation.
	SLO5: Analyze information and apply problem solving skills in the development of an advertising campaign.
	SLO6: Write correctly and clearly in forms and styles appropriate for the advertising profession.
	SLO1: Understand concepts and theoretical perspectives relevant to the creation and execution of advertising campaigns.

Assessment Curriculum Map
Curriculum Map for: Department of Advertising
Program: Bachelor of Science   College: Journalism and Communications

Key: **I**ntroduced   **R**einforced   **A**ssessed

SLOS	Courses	ADV 3008	ADV 3001	ADV 3203	ADV 3500	ADV 4101	ADV 4300	ADV 4800	Additional Assessments: Internships
Content Knowledge									
#1		I	R	R	R	R	R	A Q/T	R/A
#2		I	R	R	R	R	R	A Q/T	R/A
Critical Thinking									
#3		I	R	R	R	R	R	A Q/T	R/A
#4		I	R		R		R	A	R/A
Communication									
#5		I	R	R	R	R	R	A Q/T	R/A
#6		I	R	R	R	R/A P			R/A
#7			I		I/R	R	R	A Q/T	R/A
#8			I		I/R	R/A P			R/A

Assessment Cycle
Program: Department of Advertising   College: Journalism and Communications

Analysis and Interpretation: May-August
Improvement Actions: Completed by September 1
Dissemination: Completed by October 1

SLOs	2011-12	2012-13	2013-14	2014-15	201516
Content Knowledge					
#1	√	√	√	√	√
#2	√	√	√	√	√
Critical Thinking					
#3	√	√	√	√	√
#4	√	√	√	√	√
Communication					
#5	√	√	√	√	√
#6	√	√	√	√	√
#7	√	√	√	√	√
#8#	√	√	√	√	√

Methods and Procedures

The Department of Advertising's academic assessment plan serves as the foundation for a systematic, data-driven program to identify needed changes and improvements.

Direct assessment of SLOs 1-2-3-4-5-6-7 will be tests and quizzes, including a final test assessment administered in the Department of Advertising's capstone course, ADV 4800, Advertising Campaigns. This course has all required (core) courses in Advertising as pre-requisites and offers the opportunity for direct assessment at the completion of a student's program in Advertising. Direct assessment of SLO8 will be faculty assessed student oral presentations of advertising recommendations using rubric established by the faculty as part of ADV 4101, Copy and Visualization, a required (core) course in the major (See Appendix A & B).

In addition to these assessments, the Department of Advertising compiles annually a variety of data regarding student performance, program quality and program operations for faculty review and analysis. These data include: admissions, student exit surveys, faculty teaching evaluations, internship evaluations, feedback from employees, evaluations of students' performance by advertising professionals, and graduation data.

Assessment Oversight

The Department of Advertising's faculty meets, at a minimum, once a semester to review Student Learning Outcome expectations and student performance. The same will be discussed as necessary as other departmental meetings.

The College of Journalism and Communications Curriculum Committee will also review the Department of Advertising's SLO outcomes and student performance.

The Accrediting Council on Education in Journalism and Mass Communications, our national accrediting body, also oversees the Department of Advertising's SLOs and student performance.

Specific contact information regarding assessment oversight for the Department of Advertising is:

Name	Affiliation	Contact Information
John Sutherland, PhD	Chair, Department of Advertising	jsutherland@jou.ufl.edu 392-4046
Mike Weigold, PhD	Associate Dean for Undergraduate Affairs and Enrollment Management Chair, College of JM and COM, Curriculum Committee	mweigold@@jou.ufl.edu 392-1124
Suzanne Shaw	Executive Director, ACEJMC	sshaw@ku.edu (785) 864-3986

Appendix A: Rubric for SLO6: Conceptualize and Create Persuasive Messages

SLO 6: Persuasive Messages Rubric				
	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
Objectives	Did not understand the purpose/ objective(s) of the message or main points that need to be communicated to the target audience. Unable to answer questions.	Not completely familiar or comfortable with purpose/ objective(s) of the message or main points that need to be communicated to the target audience. Limited ability to answer questions.	Demonstrated a firm grasp of the purpose/ objective(s) of the message or main points that need to be communicated to the target audience. Able to answer basic questions.	Demonstrated an in-depth understanding of purpose/ objective(s) of the message and main points that need to be communicated to the target audience and able to provide explanations and elaborate on issues.
Relevant Attention	Does not attract relevant attention of the audience.	Does not fully attract relevant attention. Attention-getting detracts from the effectiveness of the message. Needs further development.	Attracts relevant attention of audience without detracting from the effectiveness of the message.	Attracts attention in a unique, original and/or compelling manner adding to the effectiveness of the message.
Clearly Communicate the Message	Message/main points are not communicated. Inadequate.	Message/main points are not fully communicated. Needs minor improvements.	Clearly communicates the message/ main points.	Communicates the messages in a compelling, interesting, engaging manner. Original, innovative approach.

Visualization and Copy	Execution was not unique/ original and/or detracted from the effectiveness of the message. Major flaws.	Execution was not unique/original and/or detracted somewhat from the effectiveness of the message. Needs further development.	Execution was appropriate. Minor flaws detract from the effectiveness of the message. Less unique, original.	Execution was executed in a unique, original, engaging manner contributing to the effectiveness of the message. No flaws.
Effectiveness	Message does not inform and/ or motivate the audience to respond in the desired manner. Needs to start over.	Message does not fully inform and/or motivate the audience to respond in the desired manner. Needs minor improvements.	Message informs and motivates the audience to respond in the desired manner.	Message informs and motivates the audience to respond in the desired manner in an engaging, memorable, unique manner.
Overall Evaluation	Major flaws. Inadequate. Does not demonstrate basic principles.	Some flaws, not ready for actual presentation. Needs further development/ improvements.	Strong work. Few, if any flaws. Could be more unique, original and compelling.	Exceptional work. Unique, original, compelling, extremely effective.

Appendix B: Rubric for SLO8: Give Professional and Informative Oral Presentations

SLO 8: Presentation Rubric				
	Below Expectations	Near Expectations	Meets Expectations	Exceeds Expectations
Organization	Information was not presented in a logical, interesting or creative sequence. Does not convey the information in a manner the audience can understand.	Information was presented in a manner which does not adequately convey the information in a manner the audience can completely understand.	Information was presented in a logical, straightforward sequence which conveys the meaning in a manner the audience can understand.	Information was presented in a logical, interesting, creative and engaging sequence which conveys the meaning in a manner the audience can understand.
Content Knowledge	Lack of understanding of content. Unable to answer basic questions.	Not completely familiar or comfortable with content. Limited ability to answer basic questions.	Demonstrated a firm grasp of the content. Ability to answer basic questions.	Demonstrated an in-depth understanding of the content and ability to provide explanations and elaborate on issues.

Visual Product	Use of visuals and/or graphics does not contribute to the effectiveness of the presentation and/or detract from its effectiveness.	Use of visuals and/or graphics do not fully contribute to the effectiveness of the presentation and/or somewhat detract from its effectiveness.	Use of visuals and/or graphics contribute to the effectiveness of the presentation and do not detract from its effectiveness	Visuals and/or graphics make the presentation engaging and free from detractions.
Mechanics	Major misspellings, grammatical, punctuation and pronunciation errors throughout. Unacceptable.	Major misspellings, grammatical, punctuation and pronunciation errors in some areas. Acceptable with revisions.	No more than minor misspelled words, grammar, punctuation or pronunciation errors. Adequate for presentation without revision.	No misspelled words, grammar, punctuation or pronunciation errors.
Delivery	Inadequate use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Read directly from notes or visuals for majority of presentation.	Some flaws in use of volume and clarity of voice, pronunciation and eye contact to deliver the information. Strong reliance on notes or visuals.	Presenter used proper volume and clarity of voice, pronunciation and eye contact to deliver the information with some reliance on notes or visuals.	Presenter was able to manipulate volume and clarity of voice, pronunciation and eye contact to engage the audience and effectively deliver the information with only appropriate reliance on notes or visuals.
Overall Evaluation	Major flaws. Inadequate. Do not demonstrate basic principles of presenting.	Some flaws, not ready for actual presentation. Needs further development, improvements.	Strong work. Few, if any flaws. Could be more unique, original and compelling.	Exceptional work. Unique, original, compelling, extremely effective.

Department of Journalism
Undergraduate Academic Assessment Plan

College of Journalism and Communications
Contact: Wayne Wanta   wwanta@ufl.edu

Mission Statement

The Department of Journalism's mission is to:

- Teach the art and craft of excellent journalism;
- Study journalism and related subjects;
- Foster an appreciation for accuracy, fairness, truth and diversity;
- Develop and cultivate an understanding of the rights, roles and responsibilities of news media professionals and scholars in a democratic society;
- Support the missions of the College of Journalism and Communications and the University of Florida.

The department's mission statement closely mirrors the goals of both the college and the university, as outlined in its mission statement:

College
Our mission is to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for the world's most respected educators and scholars who advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge.

University
It is the mission of the University of Florida to offer broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation and the world. The fusion of these three endeavors stimulates a remarkable intellectual vitality and generates a synthesis that promises to be the university's greatest strength.

The university maintains its dedication to excellent teaching and researching by creating a strong and flexible foundation for higher education in the 21st century. The university welcomes the full exploration of our intellectual boundaries and supports our faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching is a fundamental purpose of this university at both the undergraduate and graduate levels. Research and scholarship are integral to the education process and to the expansion of our understanding of the natural world, the intellect and the senses. Service reflects the university's obligation to share the benefits of its research and knowledge for the public good.

Shared Mission

The Department of Journalism is committed to graduate who be leaders in the mass communications industries. Graduates will demonstrate excellent communication and leadership skills. Graduates will identify legal and ethical issues pertaining to the journalism field, as well as the various approaches to solutions to these issues.

Student Learning Outcomes (SLOs)

SLOs for 2012-13:

Students will be able to:

SLO 1=Report and write journalistic quality stories using forms and styles appropriate for the profession.

SLO 2=Identify and describe key elements related to legal issues of the media and the First Amendment

SLO 3=Demonstrate ethical reasoning skills to resolve dilemmas currently faced by journalists.

SLO 4=Demonstrate basic skills in emerging technologies and how those are applied to the practice of journalism and storytelling

SLO 5=Demonstrate critical analysis skills

Assessment Curriculum Map
Curriculum Map for: Journalism
College: Journalism and Communications

Key: **I**ntroduced   **R**einforced   **A**ssessed

SLOS	Courses	JOU 2005	JOU 3109C	JOU 3101	JOU 3346L	JOU 4201	JOU 4700	MMC 4200
#1			I	A: Lab assignment				
#2			I	R				A: Exam
#3			I	R			A: Exam	
#4			I	R	A: Lab assignment			
#5		I	R	R		A: Lab assignment		

Assessment Cycle
Program: Department of Journalism   College: Journalism and Communications

Analysis and Interpretation: March-April
Improvement Actions: Completed by December 1
Dissemination: Completed by January 15

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
#1: Reporting and writing			X	X	X	X
#2: Legal issues			X	X	X	X
# 3: Ethical issues			X	X	X	X
#4:Technologies			X	X	X	X
#5: Critical analysis			X	X	X	X

Note: Data collection for these assessments will begin in the 2012-13 academic year. We did not collect data in prior years.

Methods and Procedures

The following provides an overview of the methods and procedures to be used for assessing the program's student learning outcomes:

SLO 1=Report and write journalistic quality stories using forms and styles appropriate for the profession.

Responsibility = JOU 3101 Reporting.
Assessment: Numerical grade on second-to-last outside story. Common grading system for all labs based on rubric included below.

SLO 2=Identify and describe key elements in legal issues of the media and the First Amendment

Responsibility = MMC 4200 Law of Mass Communication
Assessment: Standard bank of 5 exam questions to be used in all sections.

SLO 3=Demonstrate ethical reasoning skills to resolve dilemmas currently faced by journalists.

Responsibility = JOU 4700 Problems and Ethics in Journalism
Assessment: Essay exam distinguishing between moral relativism and ethical reasoning as applied to current journalism dilemma.

SLO 4=Demonstrate basic skills in emerging technologies and how those are applied to the practice of journalism and storytelling

Responsibility = JOU 3346L Multimedia Reporting
Assessment: Multimedia storytelling, reporting and production. Grade on 1 assignment.

SLO 5=Demonstrate critical analysis skills.

Responsibility = JOU 4201 Editing

Assessment: Bank of 1 story editing assignment to be graded on same grading system in all labs.

SLO Assessment Matrix

2012-2013 Student Learning Outcome	Assessment Method	Measurement Procedure
SLO 1	Rubric	Class project
SLO 2	Rubric	Exam
SLO 3	Rubric	Exam
SLO 4	Rubric	Class Project
SLO 5	Rubric	Class Project

Three SLOs will use one rubric in assessment:

SLO 1=Report and write journalistic quality stories using forms and styles appropriate for the profession.

SLO 4=Demonstrate basic skills in emerging technologies and how those are applied to the practice of journalism and storytelling

SLO 5=Demonstrate critical analysis skills

The rubric below will be used to assess the appropriate assignments related to SLO 1, 4 and 5:

Criteria	Excellent	Proficient	Basic	Inadequate
Accuracy	Free of errors of reason. Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines.	Free of contextual errors. Adheres to correct spelling, mechanical, syntax, typographical, grammatical and punctuation guidelines.	Free of spelling, mechanical, syntax, typographical. grammatical or punctuation errors. Some use of unnecessary adjectives and adverbs.	Multiple mechanical, syntax, typographical grammatical or punctuation errors. Overuse of unnecessary adjectives and adverbs.
Clarity	Language is concise. Demonstrates problem-solving capabilities. Demonstrates empathy toward the audience.	Language is precise, free of clichés. Demonstrates problem-solving capabilities. Reflects audience understanding.	Structure clearly leads reader to a particular point and action. Demonstrates some problem-solving capabilities. Reflects some audience understanding.	Lacks structure, meaning, a clear argument and call to action. Demonstrates minimal problem-solving capabilities. Reflects limited audience understanding.

Format	Chosen form represents consideration of how strategy, audience and message converge, and understanding of each.	Uses narrative where possible to illustrate key points in manner appropriate to form.	Selects form appropriate to the purpose of the communication.	Unable to determine when or how to use particular forms of writing.
Style	Takes risks and presents ideas that are fresh, writing is visual and compelling, and adheres to the rule of "show, don't tell".	Demonstrates original thought.	Applies what is known about the audience to make decisions about tone, voice and style. Adheres to appropriate style manual.	Tone does not match needs of audience Ideas are stale.

SLO 2=Develop an understanding of legal issues of the media and the First Amendment

SLO 2 is assessed by Standard bank of 5 exam questions to be used in all sections:

Excellent	Proficient	Basic	Inadequate
Answers all questions correctly	Answers 4 questions correctly	Answers 3 of questions and exercises correctly	Answers 2 or fewer of the questions correctly

SLO 3=Demonstrate ethical reasoning skills to resolve dilemmas currently faced by journalists.

The rubric below will be used to assess essay exam in JOU 4700 Problems and Ethics in Journalism

Criteria	Excellent	Proficient	Basic	Inadequate
Truth, honesty and accuracy	Identifies and refutes counter arguments using well-researched data and sound science. Sources are meticulously cited. Intellectual property and copyright laws are carefully followed. Logical structure is properly followed. Clarity exists.	Responds to contradictory arguments citing credible sources. Position is supported by at least two credible sources meticulously cited. Logical structure is properly followed. Clarity exists.	Position is based on facts that are cited from reputable sources. Position presented is factual, and supported by at least one credible source. Sources are meticulously cited or credited, including images and photographs. Does not violate free use or copyright laws. Logical structure is understood. Clarity is weak.	Facts are presented in support of arguments, but not cited or attributed. Factual errors are present. Key names, locations or other details relevant to the subject are misspelled. Logical structure is ignored. Clarity is absent.
Fairness	Position represents values of organization and takes into account the values of key publics.	Product upholds the standards of journalism in terms of representing relevant perspectives. Consequences of position for key points have been considered and addressed.	Opposing perspectives are presented in a dismissive manner and/or not credibly refuted.	Different or counter perspectives not considered or addressed

Indirect Assessments:

Enrollment figures for JOU 3101 Reporting, the prerequisite for most upper-division courses.

Advisory Council feedback: The Department of Journalism Advisory Council visits our college in both the fall and spring semesters. They have several meetings with students both informally during a pizza dinner and more formally during portfolio reviews. They will provide insight into the state of our students.

Awards: Students routinely receive awards in national journalism competitions such as the Hearst Awards. Our students are also competitive in prestigious internships from the Dow Jones Newspaper Fund. These internships require an extensive exam.

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Wayne Wanta	Chair, Journalism, College of Journalism and Communications	wwanta@jou.ufl.edu	352-392-0500
Michael Weigold	Associate Dean for Undergraduate Affairs	mweigold@jou.ufl.edu	352-392-1124

Department of Public Relations
Undergraduate Academic Assessment Plan

College of Journalism and Communications
Contact: Juan-Carlos Molleda   jmolleda@jou.ufl.edu

Mission Statement

The Department of Public Relations provides exemplary leadership, education and scholarship to advance public relations' unique role and responsibilities to foster organization-public relationships through effective communication and actions in support of a civil society and democratic ideals. The department educates the standard bearers of the profession for an interdependent local and global society.

Through its accomplishments, the Department supports the College of Journalism and Communications' mission to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge.

Through its accomplishments, the Department also supports the University of Florida's mission dedicated to the common pursuit of the university's threefold mission: teaching, research and service. These three interlocking elements — teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past.

Student Learning Outcomes (SLOs)
The student learning outcomes are:

Content
Identify and discuss concepts and theories relevant to effective public relations practice.
Describe the history and role of professionals and institutions in shaping public relations practice.
Display professional ethical principles and exemplify the values of truth, honesty, accuracy, fairness and diversity.
Appropriately apply tools and technologies relevant to public relations practice.
Critical Thinking
Gather information and conduct research for public relations planning and evaluation
Appropriately apply basic numerical and statistical concepts for public relations planning and evaluation.
Creatively and independently analyze public relations problems.
Communication
Write correctly and clearly in forms and styles appropriate for public relations practice.
Select and use images and information for public relations practice.

Assessment Curriculum Map
Curriculum Map for: Department of Public Relations
Program: Bachelor of Science   College: Journalism and Communications

Key: **I**ntroduced   **R**einforced   **A**ssessed

SLOS	Courses	PUR 3000	PUR 3500	JOU 3109C	JOU 3101	PUR 3801	PUR 4100	PUR 4103	PUR 4800
Content Knowledge									
#1		I				R			A=Exam
#2		I	R						A=Exam
#3		I			R		A=project		
#4				I			R		A=exam
Critical Thinking									
#5		I	R						A=exam
#6		I	R						A=exam
#7		I				R			A-presentation
Communication									
#8				I	R		A=project		
#9				I			R	A=exam	

Assessment Cycle

All student SLOs will be assessed on a biannual basis. Listed below is a graphical representation of the sequence of evaluation

Program: Department of Advertising   College: Journalism and Communications

Analysis and Interpretation: May-August
Improvement Actions: Completed by September 1
Dissemination: Completed by October 1

SLOS	Courses	12-13	13-14	14-15	15-16
Content Knowledge					
#1			X		X
#2		X		X	
#3			X		X
#4		X		X	
Critical Thinking					
#5			X		X
#6		X		X	
#7			X		X
Communication					
#8		X		X	
#9			X		X

Methods and Procedures

SLOs are assessed directly using course-embedded open-ended measures assessed using a rubric, class projects assessed using a rubric, and a course-embedded examination that is objectively scored.

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
SLO 1	rubric	exam
SLO 2	rubric	exam
SLO 3	rubric	project
SLO 4	rubric	exam
SLO 5	rubric	exam
SLO 6	rubric	exam
SLO 7	rubric	project
SLO 8	rubric	project
SLO 9	Total score	Exam Scores. Less than 70% of items answered correctly (does not meet standards), 70%-89% answered correctly (meets standards), 90% and higher answered correctly (exceeds standards).

The following is a sample rubric used for a course-embedded assessment.

1. Describe the steps and sequence of the strategic planning process. (SLO 1)

Question	Excellent	Proficient	Basic	Inadequate
1	Can list each of the important phases of the strategic planning process with discussion of how each step leads to the next and demonstrates ability to illustrate each step with concrete examples from current client's situation	Can list each of the phases of the strategic planning process with discussion of how each step leads to the next. Can illustrate most with concrete examples	Can list four major phases, including formative research, setting objectives, strategy and tactics, and evaluation, and some specific steps	Difficulty identifying phases or steps in strategic planning

Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
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Michael Weigold	Associate Dean for Undergraduate Affairs and Academic Assessment Liason	mweigold@jou.ufl.edu	352-392-1124

Department of Telecommunication
Undergraduate Academic Assessment Plan

College of Journalism and Communications
Contact: David Ostroff   dostroff@jou.ufl.edu

Introduction

The Department of Telecommunication at the University of Florida is one of the country's premiere programs in electronic mass media. In almost anyone's listing of best radio-TV programs our department is listed at or near the top.

Reflecting the organization of electronic media organizations and the profession at large, Telecommunication students can specialize in one of four areas:

Management: This track prepares students for entry-level positions in such areas as sales, research, promotion, audience research, program strategies.

Media & Society: This track prepares students who want a strong foundation in communication skills and are interested in studying media (both traditional and social media) and its effect on society, but don't necessarily aspire to a career focused on print or broadcast journalism, advertising or public relations. This could include students who want strong communication and analytical skills to prepare them for law school, graduate study or who aspire to careers in areas such as sports, health, environment, politics or the corporate world.

News: This track has two specializations: Reporting and Producing. Reporters cover breaking and pre-planned events, and may also serve as anchors. Producers work behind the scenes and are responsible for entire programs, or segments of those programs. Entry into the news sequence is limited, and is based on the results of a competitive writing examination. We currently admit 30 students per semester into the news sequence.

Production: This track prepares students for positions in the creative aspects of electronic media, including writing, directing, producing, and editing. Our focus is on the leadership and management of the production process, rather than equipment operation.

Mission Statement

The Department of Telecommunication supports and aids the College of Journalism and Communications in fulfilling its mission, as adopted by the faculty on October 19, 2011:

Our mission is to prepare exemplary professional practitioners and scholars for journalism and communications fields and to generate and exchange new knowledge about these fields. The College is the home for the world's most respected educators and scholars who advance the value, practice, and understanding of journalism and communications in a democratic society. The faculty are committed to preparing professionals and scholars to practice and teach in a global society, providing leading research and service while generating and sharing knowledge. This supports the university's mission "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life." (from **https://catalog.ufl.edu/ugrad/current/uf-mission/Pages/home.aspx**)

Student Learning Outcomes (SLOs)

Existing SLOs in the 2012-13 undergraduate catalog:

1. Understands concepts and apply theories in the use and presentation of images and information.
2. Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity.
3. Apply the tools and technologies appropriate for the telecommunication professions.
4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions.
5. Think critically, creatively and independently.
6. Communicate correctly and clearly in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve.

Revised SLOs for the 2013-14 undergraduate catalog:

Content
1. Identify, describe, or apply concepts and theories in the use and presentation of content.
2. Identify, describe, or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity
3. Identify, describe, or apply the tools and technologies appropriate for the telecommunication professions

Critical Thinking
4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions
5. Produce appropriate output that demonstrates creativity and critical thinking either independently or collaboratively.

Communication
6. Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve

New/Revised SLOs, 2013-14*	Link to 2012-13* SLOs
Content	
1. Identify, describe, or apply concepts and theories in the use and presentation of content.	1. Understands concepts and apply theories in the use and presentation of images and information.
2. Identify, describe, or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity	2. Understand professional ethical principles and the importance of truth, accuracy, fairness and diversity.
3. Identify, describe, or apply the tools and technologies appropriate for the telecommunication professions	3. Apply the tools and technologies appropriate for the telecommunication professions.
Critical Thinking	
4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions	4. Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions.
5. Produce appropriate output that demonstrates creativity and critical thinking either independently or collaboratively.	5. Think critically, creatively and independently
Communication	
6. Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve	6. Communicate correctly and clearly in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve.

Assessment Curriculum Map
Curriculum Map for: Department of Telecommunication (CIP   09.0701)
Program: Bachelor of Science   College: Journalism and Communications

Key: **I**ntroduced   **R**einforced   **A**ssessed

Courses	Content Knowledge #1	#2	Critical Thinking #3	#4	Communication #5	#6
RTVA 2100	I	I	I	I	I	I
RTVA 3007	I	I	I	I		
RTVA 3101	R	R	R	R	R	R
RTVA 3200	R	R	R	R	R	R
RTVA 3280		R		R		
RTVA 3303	I	I	I	I		I
RTV 3304	R, A Portfolio		R, A Portfolio		R, A Portfolio	R, A Portfolio
RTVA 3305	R	R	R	R	R	R
RTVA 3320	R	R	R	R	R	R
RTV 3405		I		I		
RTVA 4283	R		R		R	R
RTVA 4301	R		R		R	R
RTV 4302	R, A Portfolio		R, A Portfolio		R, A Portfolio	R, A Portfolio
RTVA 4500	R	R	R	R	R	R
RTVA 4506	R	R	R	R	R	R
RTVA 4700		R		R	R	
RTV 4800	R, A Strategic Plan		R, A Strategic Plan		R, A Strategic Plan	R, A Strategic Plan
RTV 4929c	R, A Final Video Project		R, A Final Video Project		R, A Final Video Project	R, A Final Video Project
RTV 4905	A Final Project		A Final Project		A Final Project	A Final Project
RTV 4931	R, A Final Examination		R, A Policy Memo			

Assessment Cycle

Program: Telecommunication (CIP   09.0701)   College: Journalism and Communications

Analysis and Interpretation: Completed by September 1
Improvement Actions: Completed by October 15
Dissemination: Completed by November 15

SLOS	Courses	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1		√	√		√		√
#2		√		√		√	
#3		√	√		√		√
Critical Thinking							
#4		√		√		√	
#5		√	√		√		√
Communication							
#6		√	√	√	√		√

Methods and Procedures

SLO Assessment Matrix

The SLO Assessment Matrix is new for the 2012-13 Academic Assessment Plans. We have populated the matrix to the extent possible with the information we have available. Please complete the matrix.

Assessment Method - For each SLO, please enter the assessment method you are using – exam (course, internal, or external), project, paper, presentation, performance, etc.

Measurement – list the measurement procedure you use for this outcome. It can be a faculty-developed rubric with the minimum acceptable level identified, an exam score and the minimum passing score, or other measurement. **Required for 2012-13: Include at least one example of a rubric used to assess an SLO.**

SLO Assessment Matrix for 2012-13

2012-13 Student Learning Outcome	Assessment Method	Measurement Procedure
Identify, describe, or apply concepts and theories in the use and presentation of content.	Portfolio; Strategic Plan; Final video project; Final project	Rubric
Identify, describe, or apply professional ethical principles and the importance of truth, accuracy, fairness and diversity.	Final Examination	Exam score
Identify, describe, or apply the tools and technologies appropriate for the telecommunication professions.	Portfolio; Strategic plan; Final video project; Final Project	Rubric
Gather information, conduct research and evaluate information by methods appropriate to the telecommunication professions.	Policy memo	Rubric
Produce appropriate output that demonstrates creativity and critical thinking either independently or collaboratively.	Portfolio; Strategic plan; Final video project; Final Project	Rubric
Communicate effectively in forms and styles appropriate to the telecommunication professions, audiences and the purposes they serve.	Portfolio; Strategic plan; Final video project; Final Project	Rubric

While Telecommunication students learn many common skills, they are displayed in different ways depending on their professional focus. As noted, above, SLOs 2 and 4 are assessed in RTV 4931, Telecommunication Ethics and Problems. This course is taken by all Telecommunication students. Assessment of SLOs 1, 3, 5, and 6 will take place in the most advanced course in the respective sequence: RTV 4800 for Management, RTV 4905 for Media and Society, RTV 3304 or 4302 for News, and RTV 4929c for Production. The Media and Society specialization accepted students for the first time in Fall 2011, and the faculty has begun an evaluation of possible changes in the curriculum.

Students in the Management specialization are assessed upon completion of a written and oral presentation of a strategic plan developed for a client. Students in the Media and Society specialization are assessed based on a written final project tailored to the student's academic and professional goals. Students in the News Specialization are assessed in one of two courses, since they may choose either as their final course. Assessment will be based on a portfolio of two radio or television news stories produced in the course. Students in the Production specialization may focus on one of several genres and formats (such as narrative fiction or documentary). All students must complete a final video project of appropriate length and style for the genre.

Rubric

In evaluating the degree to which a student fulfills the Learning Objective, the Department of Telecommunication faculty will use the following rubric:

Numeric Score	Verbal Description	Criteria
0	Not Present	N/A
1	Poor	Most elements are either missing or are incorrectly demonstrated
2	Satisfactory	Most elements are correctly demonstrated
3	Excellent	All elements are included and correctly demonstrated
4	Outstanding	All elements are included, and demonstrate a mastery

"Elements" refers to the presence of one or more of the following, as appropriate to the genre and medium:

- Properly framed and lit video
- Appropriate use of sound, graphics and/or images
- Editing reflecting appropriate transitions and pacing, and technical proficiency
- Clearly stated script or text
- Accurate information
- Creativity
- Appropriate length
- Consideration of audience characteristics and needs

Indirect Measures

In assessing student learning, the department faculty also relies on several other sources of information:

- Written evaluations by internship supervisors
- Written and oral feedback from department Advisory Council members and other professionals
- College of Journalism and Communications annual exit survey of graduates
- College of Journalism and Communications annual survey of alumni
- The University's data from SERU survey
- Student awards and performance in national and international competitions, such as Hearst, National Broadcasting Society, Society of Professional Journalists, RTNDA, and the Broadcast Education Association

Assessment Oversight

Department faculty members meet regularly as a whole, or in groups depending on specialization, to discuss and evaluate the results of assessment practices and student progress. Since students may take at least some courses in more than one specialization, most faculty members participate in the process in more than one specialization. Based on these discussions, suggestions may be referred to a department curriculum committee, and then returned to the entire department faculty for a final decision.

Consistent with University procedures and policies, major curriculum changes are referred to a College curriculum committee, which consists of chairs and representatives of each of the undergraduate departments. Again in following procedures and policies, recommendations of the College Curriculum Committee are referred to the College faculty.

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