Each year our School’s assessment coordinator attempts to evaluate whether we are meeting our core mission to educate thoughtful, proficient communicators who are creative, critical thinkers trained to uncover and evaluate information within a legal and ethical framework in a diverse and global society.

Using a variety of research instruments, the assessment coordinator collects data on how our faculty teach our national accrediting body’s 12 Core Values and Competencies (evaluated via the Faculty Survey), what our students learn about these values and competencies (Graduating Senior Exit Exam) and how our student’s work compares to others (Culminating Experience Team Assessment).

While faculty are typically aware of our many student achievements, including student awards, internships, and job placements, we conduct annual self-assessment to:

Learn about how we, as a faculty, can improve our teaching, with an eye toward applying what we’ve learned in our classrooms to benefit our students; and,

Second, to meet the rigorous accreditation standards set by our University and our discipline’s national accrediting body, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC).
In this year’s report, I detail how our faculty met our assessment objectives and areas in which faculty could improve, beginning with an executive summary of findings.

Executive Summary

Below I list several key takeaways from this year’s assessment.

- First, while our full- and part-time faculty reported they frequently teach students creative and critical thinking skills, new metrics instituted in this year’s Graduating Senior Exit Exam (GSEE) demonstrate graduating seniors are generally deficient in both competencies. For example, only two students (1.89% of the sample) could successfully identify a fictitious news story published by an online purveyor of “fake news”; neither student majored in journalism. Additionally, only 43.64% of seniors were able to reason their way through a vignette problem designed to test their critical thinking abilities.

- The average score on the GSEE was 26.45 points out of 38.00 (sd = 5.72, range = 5 to 34), which is equivalent to a 69.61% or “D+” average, down from last year’s “C-” average. Undoubtedly, the average or “typical” score on the GSEE was very low, although there was considerable variation in the distribution suggesting several outliers dragged down the average. Students did the worst, and could improve the most, in the areas of critical thinking (38.79% average correct on these questions), domestic diversity (49.09%), critical evaluation (51.52%), global diversity (67.88%), and visual and conceptual media theory (70.00%). Students fared best on the media ethics (90.91% correct), writing (83.64%), and law questions (81.82%).

- CETA reviewers--both faculty and practitioners--routinely made comments suggesting our seniors were lacking or inconsistent in applying creative and critical thinking skills in their capstone materials, regardless of the student’s area of concentration or the reviewer’s area of expertise. While CETA reviewers generally praised the strength of our students’ work, reviewers also noted that some student writing was “too straightforward,” creative work lacked “substance and pop,” the materials were too “formulaic,” and some visuals were “bland.” Again, these types of criticisms about critical and creative thinking were made across sequences, by journalism, advertising, public relations, and DMP reviewers alike.

- CETA reviewers also commented on a pervasive lack of attention to detail in student capstone work, mirroring comments from separate reviewers in last year’s report. Several reviewers, for instance, reported finding “typos” and “glaring” mistakes in student writing. Reviewers also noted that capstone materials suffered from organizational problems, including problems with length. Finally, reviewers noted technical problems plagued student materials, including pervasive audio and visual problems.

- There appears to be a gap in emphasis faculty say they place on creative and critical thinking in the classroom and students’ actual creative and critical thinking abilities as assessed by the GSEE and CETA. Across sequences, faculty generally reported teaching five areas most frequently: creative and critical thinking ($M = 3.38$ out of $4.00$), critical evaluation of one’s own creative work and that of others (2.51), media writing (2.37), digital media tools and technologies (2.29), and media ethics (2.05). However, as noted above, students scored lowest
on critical thinking on the GSEE, and CETA reviewers routinely pointed to a lack, or inconsistent application of these skills being represented in student capstone course materials. Finally, faculty reported values and competencies that we’ve tried hard to emphasize in recent years, such as domestic diversity (1.55), global diversity (1.16), research (1.54), and data (1.04), were widely underemphasized in the classroom.

**JMC Faculty Survey**

**Section I: Introduction**

The Faculty Survey assessed the degree to which full- and part-time faculty taught the ACEJMC 12 Core Values and Competencies (for a complete list of values and competencies, see Appendix III).

For this survey, each faculty member was asked the degree to which they implemented the values and competencies in any three courses taught in Summer 2016, Fall 2016, and Spring 2017.

**Section II: Methodology**

The Faculty Survey survey was fielded from May 17, 2017 to May 24, 2017.

The survey method was purposive—on May 17, the survey administrator sent a faculty-wide email requesting participation in the study.

A total of \( n = 41 \) JMC faculty members completed the survey during the fielding period. Of those who completed the survey, 21 were full-time faculty members and 20 were part-time faculty.

Because there were 29 full-time faculty members in JMC at the time of survey administration, this resulted in a response rate of \( 21/29 = 72.41\% \); for part-time faculty the response rate was \( 20/52 \) or 38.46%.

Of those responding, 53.66% were male and 46.34% were female.

Respondents reported an average of \( M = 8.98 \) years of teaching in JMC (sd = 8.98).

The sample was comprised of four advertising faculty (9.76%), five digital media production faculty (DMP) (12.20%), 22 journalism faculty (53.66%), and 10 public relations faculty (24.39%).

Notably, all 41 respondents (100.00%) submitted information on at least one course. Twenty-eight faculty members (68.29%) reported on two courses, and 23 faculty members (57.50%) reported information for three unique courses they taught in 2016-2017.

For this survey, each faculty member was asked to identify “the extent” to which they taught the 12 Values and Competencies (e.g., writing, law, ethics) for up to three courses of instruction using a 5-point Likert scales that ranged from “Not at All” to “A Great Deal.”

**Section III: Results**
A summary distribution of how frequently instructors taught the ACEJMC Values and Competencies is shown in Figure 1. This distribution was created by averaging scores on each value and competency (e.g., writing, history, law) across all instructors and courses.

The red line in Figure 1 represents the overall mean across all values and competencies. Bars extending beyond the red line represent values and competencies that are taught frequently relative to all values and competencies. Bars failing to reach the red line represent values and competencies taught less frequently than the overall average.

According to these data, instructors reported most often teaching creative and critical thinking about media \( (M = 3.38, SD = 0.82) \), critical evaluation of media content \( (M = 2.51, SD = 1.25) \), followed by media writing, \( (M = 2.37, SD = 1.22) \), digital media tools and technologies \( (M = 2.29, SD = 1.15) \), and professional media ethics \( (M = 2.05, SD = 1.22) \).

To a much lesser extent, instructors taught domestic diversity \( (M = 1.55, SD = 1.22) \), research methods in mass communication \( (M = 1.54, SD = 1.29) \), history of media and communications \( (M = 1.44, SD = 1.12) \), conceptual and visual media theory \( (M = 1.26, SD = 1.13) \), media and first amendment law \( (M = 1.22, SD = 1.02) \), global diversity, \( (M = 1.16, SD = 1.12) \), and data and statistics \( (M = 1.04, SD = 1.12) \).

These values and competencies are ranked in Table 1, below.
In one sense, Table 1 can be viewed as a ranking of our instructional priorities, from competencies we teach most often, to competencies that are implemented much less frequently across the curriculum.

This table also provides a window into the likely classroom experience of our students.

For instance, Table 1 suggests instructors are much more likely (by a margin of 3-to-1) to teach critical thinking about media content in their classroom than they are the collection, analysis, and interpretation of data and statistics related to mass media. It is therefore likely our JMC students experience more training in an area such as critical thinking than in areas like data and diversity.

### TABLE 1: Ranked Means for Values and Competencies Taught by JMC Instructors

<table>
<thead>
<tr>
<th>Value/Competency</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Average:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>3.38</td>
<td>0.82</td>
<td>0 to 4</td>
</tr>
<tr>
<td>Critical Evaluation</td>
<td>2.51</td>
<td>1.25</td>
<td>0 to 4</td>
</tr>
<tr>
<td>Writing</td>
<td>2.37</td>
<td>1.22</td>
<td>0 to 5</td>
</tr>
<tr>
<td>Digital Tools &amp; Tech</td>
<td>2.29</td>
<td>1.15</td>
<td>0 to 4</td>
</tr>
<tr>
<td>Media Ethics</td>
<td>2.05</td>
<td>1.22</td>
<td>0 to 4</td>
</tr>
<tr>
<td><strong>Below Average:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domestic Diversity</td>
<td>1.55</td>
<td>1.22</td>
<td>0 to 4</td>
</tr>
<tr>
<td>Research Methods</td>
<td>1.54</td>
<td>1.29</td>
<td>0 to 4</td>
</tr>
<tr>
<td>History</td>
<td>1.44</td>
<td>1.12</td>
<td>0 to 4</td>
</tr>
<tr>
<td>Theory</td>
<td>1.26</td>
<td>1.13</td>
<td>0 to 5</td>
</tr>
<tr>
<td>Law</td>
<td>1.22</td>
<td>1.02</td>
<td>0 to 4</td>
</tr>
<tr>
<td>Global Diversity</td>
<td>1.16</td>
<td>1.12</td>
<td>0 to 4</td>
</tr>
<tr>
<td>Data and Statistics</td>
<td>1.04</td>
<td>1.12</td>
<td>0 to 4</td>
</tr>
</tbody>
</table>

These results largely mirror last year’s assessment report (see p. 6 of the 2015-2016 report) with a few exceptions: digital tools and technology is now ranked 4th, moving up five places from 9th place in 2015-2016. This increase could be a result of more frequent implementation of digital media skills in our classroom, or it could simply mean that more instructors who taught digitally oriented courses took the survey this year compared to last, or both.

Media theory, meanwhile, dropped in our instructional priority list from 5th place in 2015-2016 to 9th. (This competency addresses both conceptual and visual theories of communication, media production, and effects.) Again, it is unclear whether this was caused by changes in the composition of respondents or changes in curriculum and instruction.
Section III.I: Instructional Emphasis by Sequence

Because each JMC sequence teaches different dimensions of the mass communication professions, it is likely that each sequences prioritizes how they teach the ACEJMC Values and Competencies.

Figure 2 shows how the instructor’s sequence alters what they teach.

While Figure 2 shows mainly subtle variations in teaching between sequences, there are a handful of values and competencies that are strongly emphasized in certain sequences and not in others.

For example, Figure 2 shows that DMP instructors placed more emphasis on digital media tools and technology and less emphasis on writing relative to instructors in other sequences.

Meanwhile, Advertising instructors were more likely to emphasize writing and data in the classroom than instructors in any other sequence, although they were less likely to teach theory and law.

Journalism instructors reported relatively strong emphasis on critical thinking, critical evaluation, and media law. Public relations instructors placed of their focus on professional ethics and research methods than faculty who teach in other sequences.

In sum, while most variation in instructional emphasis across sequences is negligible, there were a handful of values and competencies that received substantially more attention in
certain sequences. While values and competencies such as critical thinking and critical evaluation were emphasized equally across sequences, the average advertising instructor placed about twice as much emphasis on data and statistics than a DMP instructor; likewise, PR instructors were far more likely to be teaching research methods than their counterparts.

Section III.II: Verbatim Examples of Teaching Values and Competencies

To explore how instructors teach values and competencies in more detail, the Faculty Survey asked instructors to provide concrete examples of how they teach. Quotations that are illustrative of four values and competencies--Law, Critical Evaluation, Domestic Diversity, and Data and Statistics--were taken at random from survey results and are shown in Table 2.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Quote #1</th>
<th>Quote #2</th>
<th>Quote #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law</td>
<td>“...for Teaching High School Journalism. We spend about half a class period (more than an hour) doing hypotheticals after they have studied specific unprotected speech and student free expression plus ethical concepts like Potter’s box and red light-green light. Each group of 3-4 must work through the legal issues that might be involved (Is the drawing legally obscene?) and deal with that.”</td>
<td>“Law - Obviously, we discuss in great detail how freedom of speech varies depending upon the speaker AND what is being said. We delve into the usual areas: libel, prior restraint, free speech precedents, corporate speech (exs: Citizens United, SEC), commercial speech (Central Hudson, FTC, FCC, FDA).”</td>
<td>“I teach a section on law and ethics as it pertains to photojournalists. I do a brief overview lecture on some of the basic legal/ethical points, such as invasion of privacy, copyright, trespassing. Through the use of visual examples, such as photos and videos, I engage the students in discussions of ethical decision making.”</td>
</tr>
<tr>
<td>Critical Eval</td>
<td>“In Storytelling Across Platforms, students are asked to critically evaluate a series of stories produced by professional journalists. The critiques are based on how the stories use multimedia elements, interactivity, what is the journalistic purpose, any ethical issues and what can be done to improve the content.”</td>
<td>“In Media, Power, and Culture…there are also multiple sessions that require students critically evaluate advertisements, film, and other media utilizing media literacy skills taught throughout the course.”</td>
<td>“One of the basics of broadcast writing is to get students to understand how it differs from traditional print writing. Therefore…they have to rewrite a Stater article into broadcast form. This really forces them to evaluate the differences between the two types of writing and then negotiate those differences into the correct type of copy.”</td>
</tr>
<tr>
<td>Domestic Diversity</td>
<td>“This past year [in PR Campaigns], [students] worked with Kent State’s Diversity, …in Reporting, I have everyone go count up their sources by diversity, using the Maynard</td>
<td>“...in Reporting, I have everyone go count up their sources by diversity, using the Maynard</td>
<td>“I developed some news exercises addressing racism and prejudice in the U.S. and around the globe;”</td>
</tr>
</tbody>
</table>

TABLE 2: Specific Examples of Implementing Values and Competencies in the Classroom
One theme that emerged from these qualitative data was teaching an ACEJMC value and competency through the lens of at least one other. For example, a journalism instructor said they teach a lesson in domestic diversity using a unique, data-driven exercise: having students compare demographic data (age, race, gender, etc.) of their news sources to similar demographics from the Maynard Institute to determine the degree to which student sources are representative of the “campus/community we cover.”

Another instructor reported having broadcast students rewrite student newspaper articles for a broadcast audience, which the instructor said “forces [students] to evaluate the differences between the two types of writing and then negotiate those differences into the correct type of copy.”

A third instructor suggested they teach students to “research a nonprofit organization in their community…” by analyzing data gathered on the organization. Such projects might teach research skills, but require “critical thinking...data/statistics and evaluation” skills as well.

Section IV: Summary of Findings

The purpose of this survey was to determine how JMC Faculty institute our 12 Core Values and Competencies in the classroom. Below I highlight the takeaways from this year’s survey:

1. **Critical Thinking and Evaluation Above Average; Diversity and Data Below.** Critical Thinking and Evaluation were taught widely throughout our curriculum in 2016-2017. Domestic and Global Diversity, along with Data and Statistics, Law, Research Methods, and Media History continue to be the least emphasized competencies.

2. **Digital Tools and Technology More Widely Taught; Theory Slips.** Compared to last year’s rankings of the most frequently implemented 12 Values and Competencies, Digital Tools and
Technology moved up from 9th place to 4th. Media Theory slid to 9th place, down from 5th. It is unclear whether these changes were due to changes in curriculum, qualities of the respondents answering each survey, or both.

3. **Results Largely Consistent with Last Year’s Report.** With the exception of Tech and Theory, the rankings were largely unchanged from the 2015-2016 assessment report. Critical Thinking, for instance, was at or near the top in both reports; data was dead last in both cases.

4. **Little Variation Across Sequences in Values and Competencies Taught.** Faculty teach the same ACEJMC Values and Competencies regardless of the sequence they teach in, with only a few exceptions noted in the main report.

5. **Faculty Use Innovative Approaches to Teaching Multiple Competencies.** In many cases, faculty were able to report details on specific assignments and exercises that taught students multiple competencies simultaneously through innovative approaches; for instance, one Journalism faculty member reported teaching Domestic Diversity by having students compare the demographic composition of their news story sources to the demographics of the campus and Kent, OH community.

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### Graduating Senior Exit Exam (GSEE)

**Section I: Introduction**

The Graduating Senior Exit Exam (GSEE) measures student knowledge of writing and grammar, media history, media law, digital media technologies, imagery and visual theory, statistics and numbers in communication practice, media ethics, and domestic and global diversity.

**Section II: Methodology**

The sampling frame for this survey was all JMC seniors graduating in Spring 2017, Summer 2017, and Fall 2017.

A complete list of graduating seniors was obtained from the Kent State JMC advising staff.

Fielding began on April 6, 2017, when Director Thor Wasbotten sent all graduating seniors an email request to complete a Qualtrics survey containing the multiple-choice exit exam. Director Wasbotten sent graduating seniors a reminder email on April 14 to take the exam. Multiple instructors also aided the fielding process by reminding students in face-to-face settings.
In total, (n = 55) respondents completed the survey, yielding a response rate of 55/227 = 24.23%. An additional 33 students began but did not complete the survey.

Six of the 55 respondents who completed the exam identified as Advertising majors (10.91% of sample), 15 were Digital Media Production (DMP) majors (27.27), 16 were Journalism students (29.09%), and 18 were in the Public Relations sequence (32.73%).

Students who completed the GSEE were first asked to record their name and identify their major area of concentration. Students were then given a series of 38 multiple-choice test questions, each with four or five response options (see Appendix 1 for the complete exam).

Altogether, 21 of the 38 GSEE questions were retained from last year’s GSEE for purposes of comparison and continuity. Seventeen questions were new to the 2016-2017 GSEE and were added to increase the exam’s rigor and validity, particularly with regard to the Critical Thinking and Critical Evaluation values and competencies.

As recommended in last year’s assessment report, a “Don’t Know” response option was provided on each question. This response option was added to limit correct responses that may result from random guessing.

Section III: Results

Students who completed the GSEE scored an average of 26.45 points out of 38.00 (sd = 5.72, range = 5 to 34), which is equivalent to a 69.61% or “D+“ average, down from last year’s “C-“ average. Both the median and modal response was 27/38, which is the equivalent to a 71.05% “C-.”

The overall distribution of student scores is shown in Figure 3.

Like last year, no student aced—or received a zero—on the exam.

However, the widely dispersed distribution of scores suggests a handful of students are leaving the program with a “flunking” grade on the GSEE (e.g., 5 out of 38 correct responses), while other students are leaving with a much firmer grasp on the topical areas covered (scoring 34 correct out of 38).
Importantly, the overall shape of the distribution is significantly left-skewed ($\chi^2 = 20.22$, $p<0.001$), meaning the majority of responses fell on the upper end of the distribution with a handful of outliers on the lower end.

That the distribution’s left-skew is a very important (and positive) finding from an assessment perspective. Last year’s assessment also found that the GSEE was left-skewed while the same multiple-choice exam given to First-Year Experience (FYE) freshman students produced a distribution of exam scores that appeared approximately “normal,” meaning that the majority of FYE students were in the center of the range (a solid “F”) rather than the upper end (see p. 3 of FYE supplement).

In sum, the stark contrast in exam score distributions strongly suggests the average JMC senior has substantially more knowledge of the topics addressed ACEJMC Values and Competencies than the average JMC freshman.

This fall, FYE students should be given the updated GSEE instrument for purposes of comparison.

**Section III.II: Student Knowledge by Major**
Journalism students had the highest scores on the GSEE, on average ($M = 28.25$, $SD = 4.16$), followed by Advertising students ($M = 27.17$, $SD = 4.40$), Public Relations majors ($M = 25.78$, $Sd = 5.76$), and DMP students ($M = 25.07$, $SD = 7.36$).

However, a one-way analysis of variance (ANOVA) showed that differences in scores by major were negligible $F(3)=0.93$, $p=ns$. Were we to sample another 55 students, in other words, we’d probably find as big a difference or smaller between majors; possibly, the difference could be zero in the population.

### TABLE 3: Mean GSEE Scores By Major Area of Concentration

<table>
<thead>
<tr>
<th>Sequence</th>
<th>N</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Min Score</th>
<th>Max Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>6</td>
<td>27.17</td>
<td>4.4</td>
<td>21</td>
<td>33</td>
</tr>
<tr>
<td>DMP</td>
<td>15</td>
<td>25.07</td>
<td>7.36</td>
<td>5</td>
<td>34</td>
</tr>
<tr>
<td>JOURN</td>
<td>16</td>
<td>28.25</td>
<td>4.16</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>PR</td>
<td>18</td>
<td>25.78</td>
<td>5.76</td>
<td>9</td>
<td>34</td>
</tr>
<tr>
<td>Overall</td>
<td>55</td>
<td>26.45</td>
<td>5.72</td>
<td>5</td>
<td>34</td>
</tr>
</tbody>
</table>

In summary, while the sample data show the average Journalism student scored about three points higher on the exam than the average DMP or PR student, this difference is statistically small enough to suggest only marginal (or no) differences between majors in the entire population of JMC seniors. It should be noted, however, that this is a tentative interpretation made with caution given that it is unknown whether there were any systematic biases in responding to the request to participate. For instance, it could be that low (or high) scores in a given sequence were due to underachieving (or overachieving) students being more likely to respond to request to participate. One way to remove this bias would be to administer the GSEE at one time to all graduating seniors. This would also provide a fairer comparison to FYE student scores since freshman are given the exam in a classroom setting.

### Section III.II: Student Knowledge of Specific Values and Competencies

Seniors scored lowest in three areas: Critical and Creative Thinking (38.79% correct, on average), Domestic Diversity (49.09% correct), and Critical Evaluation of media content (51.52%) (see Table 4).

Notably, two of these competencies—Critical Thinking and Evaluation—were the two most widely taught competencies by JMC faculty (see p. 5 of this report).

This finding might suggest that faculty define critical thinking and evaluation in a different manner than the GSEE’s operationalization. Alternatively, it could be that questions assessing these competencies are relatively difficult, or that faculty overemphasize the degree to which critical thinking and evaluation is incorporated in their curriculum.
<table>
<thead>
<tr>
<th>Values and Competencies</th>
<th>N</th>
<th>Percent Correct</th>
<th># of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical &amp; Creative Thinking</td>
<td>55</td>
<td>38.79%</td>
<td>3</td>
</tr>
<tr>
<td>Domestic Diversity</td>
<td>55</td>
<td>49.09%</td>
<td>3</td>
</tr>
<tr>
<td>Critical Evaluation of Media</td>
<td>55</td>
<td>51.52%</td>
<td>3</td>
</tr>
<tr>
<td>Global Diversity</td>
<td>55</td>
<td>67.88%</td>
<td>3</td>
</tr>
<tr>
<td>Media Theory</td>
<td>55</td>
<td>70.00%</td>
<td>4</td>
</tr>
<tr>
<td>Data &amp; Statistics</td>
<td>55</td>
<td>70.91%</td>
<td>3</td>
</tr>
<tr>
<td>Media History</td>
<td>55</td>
<td>72.73%</td>
<td>3</td>
</tr>
<tr>
<td>Digital Tools &amp; Tech</td>
<td>55</td>
<td>73.94%</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods</td>
<td>55</td>
<td>79.39%</td>
<td>3</td>
</tr>
<tr>
<td>Media Law</td>
<td>55</td>
<td>81.82%</td>
<td>3</td>
</tr>
<tr>
<td>Writing</td>
<td>55</td>
<td>83.64%</td>
<td>4</td>
</tr>
<tr>
<td>Ethics</td>
<td>55</td>
<td>90.91%</td>
<td>3</td>
</tr>
</tbody>
</table>

It should be noted that questions assessing the Critical Thinking and Critical Evaluation competencies were all new to the 2016-2017 GSEE (see Appendix I).

An example of a new GSEE question tapping Critical Evaluation of media content is shown below.

The online news story shown above with the headline, "Firefighter Jailed 30 Days by Atheist Mayor For Praying at Scene of Fire," could be best described as an example of _____.

a. Biased Reporting
b. Yellow Journalism
c. Partisan News
d. **Fake News**
e. Religious Bias
f. Don’t Know

For this question, I screencapped a completely fabricated news article from www.cbsnews.com.co, an online purveyor of completely fabricated news stories. Only two out of 55 graduating seniors (1.82% of the sample) were able to identify the story as fictitious, or “fake news.”

Neither student was a journalism major.

In another example tapping the Critical Thinking competency, I gave students a logic problem (Question 37, Appendix I) that asked them to determine the effectiveness of an advertisement that airs at the beginning of the holiday shopping season. Less than half of all respondents (43.64%) were able to determine the correct answer, that it was unclear whether the ad itself or the holiday season during which the ad aired related to an increase in sales. In fact, the majority of respondents (50.91%) concluded the ad caused the increase in sales.

Meanwhile, students scored highest on the Ethics (90.91% correctly answered), Writing (83.64%), and Law (81.82%) values and competencies.

Section IV: Summary of Findings

The purpose of this assessment was to determine the degree to which students understand the 12 Core Values and Competencies. Below I highlight the takeaways from this year’s exam:

1. The Overall Distribution of Exam Scores Shows Programmatic Learning Occurring. Although students scored a “D+” average on the exam with a “C-” median score, the overall left-skewed distribution shows that the majority of students score on the upper end of the distribution with a handful of students scoring poorly. This suggest the majority of graduating seniors are leaving the School with a firm grasp of the ACEJMC Values and Competencies, while a small minority are not.

2. Journalism Majors Have Highest GSEE Scores, Although Difference is Small. Students majoring in Journalism had the highest average scores on the GSEE (M = 28.25 correct out of 38), followed by Ad majors (M = 27.17), PR majors (M = 25.78), and DMP students (M = 25.78). However, statistical tests showed these differences were not substantial enough to be a real difference in the population of seniors with the caveat that underachieving (or overachieving) students in specific sequences may be more likely to take the exam, which would systematically bias scores down (or up).

3. Despite Faculty Emphasis, Students Score Lowest in Critical Thinking and Evaluation. Students scored lowest in the two areas JMC faculty say they emphasize the most: Critical Thinking about and Critical Evaluation of media. For instance, only two (1.89%) of 55 seniors were able to identify a fake news article. In addition, seniors did not fare well on problems that required depth evaluation and application of evidence to arrive at accurate conclusions. Students scored highest on questions assessing Media Ethics (90.91% correct), Writing
Culminating Experience Team Assessment (CETA)

Section I: Introduction

The Culminating Experience Team Assessment (CETA) survey asks both faculty and practitioners to evaluate student capstone materials (e.g., PR Campaigns casebooks and presentations) based on our 12 Values and Competencies. In addition, reviewers were asked to give verbatim feedback offering constructive criticisms of student work.

A full list of faculty and professional reviewers can be found in Appendix 2.

Section II: Methodology

The CETA survey was fielded from June 19, 2017 to July 22, 2017.

The survey used a purposive sampling method designed to recruit at least four faculty reviewers and two professionals for each sequence. To accomplish this method, our Marketing and Outreach Coordinator, Christina Russ, emailed a survey request to faculty members from each sequence who had expressed willingness and availability to act as a reviewer. Additionally, Russ used snowball sampling by asking faculty for lists of potential professional reviewers and then requesting participation from these professionals.

Of the $N = 16$ respondents who completed the survey, 87.50% were male and 12.50% were female. The average age of sample respondents was 44.63 years (SD = 12.61) with a range of 25 to 64 years. Most survey respondents held a bachelor's degree (68.75%) and a minority held a graduate degree (31.25%). Respondents also had considerable professional experience ($M = 21.44$ years, SD = 12.88). Overall, the sample was comprised of five current or past faculty members (31.25%) and 11 working professionals (68.75%).

Once each respondent had identified their primary area of expertise--Journalism, Ad, PR, DMP--branch logic was used in Qualtrics to provide sequence-relevant capstone materials to each respondent's; thus, for example, an advertising faculty member or professional was given student materials from Ad Campaigns to review; journalism experts were given materials from Reporting Public Policy, and so on.

Each respondent was then asked to identify the degree to which materials reflected our 12 Values and Competencies. Respondents were then asked to provide verbatim feedback, including constructive
Section III: Findings

To give the reader a sense of how CETA reviewers evaluated student capstone materials overall, Figure 4 shows the distribution of reviewer scores across all capstone materials. Here a high score indicates the reviewers believed student materials reflected a Value or Competency “Extremely Well,” whereas low scores indicate reviewers believed capstone work did “Not at All” reflect the Value or Competency.

Mean scores on each Value and Competency are also reported in Table 5, below.

Overall, CETA reviewers thought student materials—be they part of a Journalism, Ad, PR, or DMP capstone course—did a good job reflecting students’ abilities in digital tools and technology ($M = 2.69$, $SD = 0.12$), media writing ($M = 2.63$, $SD = 0.13$), critical thinking ($M = 2.50$, $SD = 0.13$), ethics ($M = 2.50$, $SD = 0.20$), theory ($M = 2.44$, $SD = 0.16$), research methods ($M = 2.44$, $SD = 0.20$), and data and statistics ($M = 2.38$, $SD = 0.20$).
To a much lesser extent, CETA reviewers reported the materials student learning in critical evaluation ($M = 2.19$, $SD = 0.31$), global diversity ($M = 2.13$, $SD = 0.26$), domestic diversity ($M = 1.94$, $SD = 0.28$), law ($M = 1.94$, $SD = 0.31$), and media history ($M = 1.69$, $SD = 0.24$). All of these latter values and competencies fell below the grand mean, suggesting CETA reviewers consistently ranked the materials as not reflecting these values and competencies.

Given the nature of the student capstone materials provided to the reviewers for evaluation, these scores perhaps make intuitive sense; for instance, it makes sense that DMP reviewers, after having viewed a short film produced in a capstone course would rate students higher on digital tools and tech than on media history. Likewise, writing may be ranked higher than other values and competencies simply because materials given to Journalism, Ad, and PR reviewers contained considerable amounts of written material.

### TABLE 5: Ranked Means for Values and Competencies Reflected In CETA Materials

<table>
<thead>
<tr>
<th>Value/Competency</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Average:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Tools &amp; Tech</td>
<td>2.69</td>
<td>0.12</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Writing</td>
<td>2.63</td>
<td>0.13</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>2.50</td>
<td>0.13</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Media Ethics</td>
<td>2.50</td>
<td>0.20</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Theory</td>
<td>2.44</td>
<td>0.16</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Research Methods</td>
<td>2.44</td>
<td>0.20</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Data and Statistics</td>
<td>2.38</td>
<td>0.20</td>
<td>0 to 3</td>
</tr>
<tr>
<td><strong>Below Average:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Evaluation</td>
<td>2.19</td>
<td>0.31</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Global Diversity</td>
<td>2.13</td>
<td>0.26</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Domestic Diversity</td>
<td>1.94</td>
<td>0.28</td>
<td>0 to 3</td>
</tr>
<tr>
<td>Law</td>
<td>1.94</td>
<td>0.31</td>
<td>0 to 3</td>
</tr>
<tr>
<td>History</td>
<td>1.69</td>
<td>0.24</td>
<td>0 to 3</td>
</tr>
</tbody>
</table>

Still, the reader should consider these reflections of both the nature of the material, but also the quality. Simply because the student materials given to CETA reviewers was “digital” in nature did not necessarily guarantee a high quality mark for that particular competency. In other words, these scores should be considered as student learning as well as a reflection of the materials reviewed.

### Section III.I: Verbatim CETA Reviewer Feedback and Criticisms

Table 6, shown below, lists verbatim feedback reviewers gave based on assessment of student capstone materials. Verbatim responses are shown by sequence-level expertise.

### TABLE 6: CETA Reviewer Feedback on Student Capstone Materials by Sequence
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Reviewer #1</th>
<th>Reviewer #2</th>
<th>Reviewer #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advertising</strong></td>
<td>“The students did a great job at evaluating the situation and starting to understand the problem in the upfront of their presentations...The creative and media executions could be improved. In the presentations, the executions lacked the details that ladder up to the campaign strategy and goals. While some of the creative executions were clever, there was very little detail around the media plans. Tactics selected were fairly similar, and some budgets were unrealistic for the timing.”</td>
<td>“Overall, three of the four teams met expectations. Positive takeaways: Portrayed critical thinking, provided rationale and good research to support approach... Areas to Improve: There were some organizational concerns that would have caused the presentation to feel disjointed. I didn’t get a good feel for how the success was going to be measured. There was a big miss in not mentioning online sales leads as a potential KPI. Inconsistency in the level of creative work. Overall, the creative lacked substance and pop.”</td>
<td>“I was impressed with the competitive research that was included in this year’s set of decks. Another area that seems to improve was the use of digital paid media in their tactics, specifically Facebook/Google. Although this may not have been the ideal client for it, I do think we should remind ourselves (and the students) to strive to create casebooks that more closely at audiences as it pertains to diversity. Many of the modern campaigns I’ve been asked to work on look at these areas (for example Hispanic/Latino segments, etc),”</td>
</tr>
<tr>
<td><strong>Journalism</strong></td>
<td>“Pluses: I thought they took on a serious topic, heroin, and delivered a lot of substance. The graphics added information and context... Minuses: Serious audio issues in two of the three videos, including one key clip that was labeled a phone call but much more likely was an on-board camera’s mic in the room. One reporter’s standup didn’t have audio for the first few seconds. On the writing: Extremely straightforward ledes on every story except one -- and that one had a quote lede. Weak verbs and transitions....”</td>
<td>“The reporting was solid on this project, particularly in the use of multiple sources. Multimedia tools - video, graphics, etc. - were utilized well. Organization was fine. The writing, for the most part, was clear, if a bit choppy. The most disappointing factor was the “Faces of Heroin” piece. It was easily the most human of the stories and it met the test of show me, don’t tell me. And it’s certainly not easy to get people to talk about their struggles with family members with addiction - so kudos to these reporters. What could have been the strongest story in the package, though, was fatally flawed by typos and a repeated paragraph. There’s simply no excuse for that.”</td>
<td>“It was a very thoroughly reported story that covered the bases of the problem. Good multimedia skills, breakouts, etc... I didn’t get a signal from the headlines and overall packaging that, hey, these student journalists have uncovered some fresh ideas, statistics and/or angles that I really needed to discover. This was magnified somewhat by the somewhat clinical approach taken in most of the stories. Again, the stories were analytically and factually very solid, but did not evoke as much emotion as one might expect with this subject.”</td>
</tr>
</tbody>
</table>
“In general, I was pleased to see the prevalent use of research (both focus groups and surveys) to ground the work the students did. All four teams demonstrated a solid grasp of their research and successfully incorporated the findings in their plans. Some of the plans were too lengthy -- for example, while I thought Fusion Agency did a solid job in developing their plan for Goodyear, it was long and the flow was a bit choppy.”

“Plans and proposal were extremely thoughtful, professional and well written. Planning process was strategic and included critical steps to lead to successful outcomes. Research was extensive and including a solid mix of secondary and primary research. Research findings were used effectively to inform planning decisions. Objectives were clear and measurable. Plans and proposals were a bit too formulaic and lacked personality.”

“I did note a GSP error or two. Overall, the documents were well crafted, pleasant to look at, strategic, and the students used their research to develop solid tactical approaches to solve the problem. Overall, these are great casebooks of which the students should be proud.”

“TELEPRODUCTIONS COMMERCIAL: This was very competently assembled, both in terms of shooting and editing. The voiceover is well-written and the audio recording itself is solid. The motion graphics at the end are bland, and reminiscent of a 90’s infomercial. Other than that however, this video is very well done. The information is presented clearly, which is the most important part...EXIT LIGHT. Interesting concept. The lighting and camerawork is very good. I like how the multiple personalities of the main character have their own lighting schemes and angles....The audio quality is poor. There is a distinct buzzing in several of the shots, and the audio levels from the main actor are all over the place...More work needed…”

“Exit Light: The best example of using lighting and audio to create drama and pace. Examples of this are: putting an actor in a half silhouette, using the supers in this video, colors, echos, heartbeats, etc. I did not realize this was a long public service announcement. There is nothing wrong with having a longer film like this, but it could be cut down tremendously and be just as effective. The audio was mixed very good in spots. In others, it had some audio pops, but overall it was better than most student audio editing I have judged previously.”

Two critical themes emerged across sequences in verbatim reviewer responses: (1) **Student capstone materials lacked critical depth and creativity,** even, oddly, as reviewers gave these same materials high marks for the critical thinking and creativity competency on a Likert-type item earlier in their survey, and; (2) **capstone materials demonstrated a lack of attention to detail,** a comment that was frequently offered in last year’s report (see 2015-2016 annual assessment report).

To the first point, one advertising reviewer said Ad Campaigns casebooks and presentations showed “Inconsistency in the level of creative work. Overall, the creative lacked substance and pop.” A second reviewer noted the same inconsistency, noting that “While some of the creative executions were clever, there was very little detail around the media plans.” Such comments were also found in feedback from journalism reviewers.
One reviewer of journalism capstone materials said story packages lacked creative and critical thinking, using “extremely straightforward ledes on every story except one -- and that one had a quote lede.” The same reviewer noted problems with attention to detail in writing and story production, including frequent use of “Weak verbs and transitions” and “Serious audio issues in two of the three videos.” A second journalism reviewer applauded students' work, particularly on the “Faces of Heroin” story, but noted a lack of detail, saying “What could have been the strongest story in the package... was fatally flawed by typos and a repeated paragraph. There’s simply no excuse for that.”

Public relations reviewers shed praise on casebooks and presentations, but did note that “Plans and proposals were a bit too formulaic and lacked personality,” suggesting that they lacked a certain level of critical thinking and creativity. Another reviewer said: “Some of the plans were too lengthy -- for example, while I thought Fusion Agency did a solid job in developing their plan for Goodyear, it was long and the flow was a bit choppy.” While this is a minor point, it might speak to the second theme of lacking attention to detail.

DMP reviewers routinely praised the creativity of student capstone materials, but with passing comments that suggested a lack of creativity in places. For instance one reviewer noted of a TeleProductions commercial: “The motion graphics at the end are bland, and reminiscent of a 90’s infomercial.” Overall, reviewers consistently noted problems with fine details, particularly with audio in portions of films. For example, one reviewer wrote, “The audio was mixed very good in spots. In others, it had some audio pops...” while another reviewer commented on “editing and sound problems, narrative continuity issues, and other challenges that must be met going forward.”

**Section IV: Summary of Findings**

The CETA assessment is a second direct assessment of programmatic learning of our 12 Core Values and Competencies. CETA reviewers are expert faculty and working professionals trained in the discipline and experienced in their respective professions. Below I highlight the takeaways from their survey responses, including their verbatim feedback:

1. **Overall, Student Materials Reflect Learning in Our Core Values and Competencies.** Student work particularly reflected strength in the areas of media writing, digital tools and technology, research methods, ethics, data and statistics, and use of conceptual and visual media theory. Reviewers also rated creative and critical thinking highly and provided some verbatim comments to support these strong ratings; however, the majority verbatim feedback showed creative and critical thought to be lacking or inconsistent throughout.

2. **Two Major Reviewer Criticisms Emerged: (1) Student Materials Lacked or Showed Inconsistency in Creative and Critical Thought.** The reader should keep reviewer criticisms in context: Overall, reviewer comments were very positive regarding capstone materials. Reviewers routinely praised the strengths of each set of materials; yet, this criticism—a lack of, or inconsistencies in, creative and critical thought—were prevalent throughout reviewer comments. Because reviewers wrote independently and likely had no contact with each other, this suggests that criticisms may reflect legitimate problems that need addressed by faculty in the near future, no matter the sequence. Combined with GSEE scores that showed graduating seniors generally lack creative and critical thinking skills, these comments suggest faculty
could address this as a potential problem and remedy deficiencies through curricular enhancements, such as increased abstract and conceptual thinking exercises, test questions, assignments, and other coursework.

3. **Two Major Reviewer Criticisms Emerged:** (2) **Student Materials Lacked or Showed Inconsistency in Attention to Detail.** Student capstone materials represent our students’ best technical and professional work performed in their junior and senior year of the program, yet reviewers across sequences reported finding glaring typos, problems with length and organization, and deficiencies in sound, lighting, and related technical dimensions of production. Importantly, these types of comments were made throughout reviewer comments, regardless of sequence. And this is not the first round of reviews that have provided critical feedback on details--last year’s report, using almost entirely unique reviewers, contained many criticisms of attention to detail. Again, this is an area that faculty could address through changes in coursework and curriculum.

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**JMC Alumni Survey**

**Section I: Introduction**
The following describes results from a systematic survey of more than 6,500 alumni (with valid email addresses) of Kent State University’s School of Journalism and Mass Communication.

The survey’s purpose was threefold: First, to determine how well our School has prepared students for their professional careers or graduate programs; Second, to learn how our School can better serve our JMC alumni through continued outreach and educational opportunities; Third, to generate high-quality assessment data for purposes of reaccreditation with the Association for Education in Journalism and Mass Communication (ACEJMC).

**Section II: Methodology**

The JMC Alumni Survey was fielded from December 6, 2016 to March 2, 2017.

Rather than send a blanket email participation request to the entire population of JMC alumni, a simple random sample of alumni was generated and only those in the sample were emailed a notification to participate. This measure guaranteed the survey administrator did not purposely select participants for any reason; additionally, a random sample in theory allows generalizations from our sample results to the entire population of JMC alumni, although there are limitations to these generalizations discussed in the Limitations sections of this report.

An initial email requesting participation in the survey were sent to a random, 20% sample of alumni on December 6, 2016. A reminder email was sent Dec. 15, 2016, and again on Dec. 28, 2016. After receiving 85 full responses (111 including partial responses), a decision was made to generate another 20% random sample of alumni to email. Email requests for participation were sent to the new sample on Jan. 31, 2017; Feb. 9, 2017 and Feb. 21, 2017.

Valid responses were collected from (n = 166) JMC alumni after eliminating duplicate responses and missing observations.

The sample was 52.63% female. The average age of the respondent was 46.37 years (SD = 16.52), with an age range of 22 to 83 years.

The vast majority of respondents were white (93.42%), with black (2.63%), Hispanic (0.66%), Asian (1.32%), and “Other/Undefined” (1.97%) comprising the remainder of the sample.

Respondents, on average, reported making approximately $58,125 in the previous fiscal year (SD = $26,680.68). Annual incomes ranged from a minimum of $0 and a maximum of greater than $90,000.

Sample respondents reported graduating from JMC anywhere between 1956 and 2016, although the median graduation year was 1992.
Most respondents reported being Journalism graduates (48.80%), while others reported being Public Relations (18.67%), Electronic/Digital Media Production (17.47%), or Advertising (9.64%) graduates. The remainder (1.20%) reported graduating from the JMC Master of Arts program.

**Section III: Findings**

One of the first questions asked of respondents was to make an overall summary evaluation of their educational experience in the School of Journalism and Mass Communication, which they ranked on a Likert-type scale from “Very Poor” to “Excellent.” A summary of responses to this question is displayed in Figure 1.

![Figure 1](image.png)

**Figure 1**: (n = 166). Distribution of alumni responses to the question: “Now we’d like you to reflect back on your Kent JMC learning experience. How would you describe your overall educational experience in Kent State JMC?”

The figure clearly shows a negatively skewed distribution, with the majority of responses falling on the positive end of the spectrum. In fact, 91.56% of JMC alumni reported they had a “Good” or “Excellent”
Several factors may influence how alumni perceive their educational experience. One major factor might be variation in area of concentration—Journalism, Advertising, Public Relations, and DMP—within the School.

Table 1 (shown below) shows perceptions of educational experience by JMC area of concentration. Notably while there were variations in quality of education by major, these differences are not large enough we'd expect to see major differences emerge in the entire population of JMC alumni $F(5) = 1.20, p = 0.31, R^2 = 3.61\%$.

<table>
<thead>
<tr>
<th></th>
<th>AD</th>
<th>DMP</th>
<th>JOURN</th>
<th>PR</th>
<th>GRAD</th>
<th>OTHER</th>
<th>Total</th>
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<tbody>
<tr>
<td>Very Poor</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td></td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0.6%</td>
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<tr>
<td>Poor</td>
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<td>0</td>
<td>1</td>
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<td>2</td>
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<td>3.45%</td>
<td>0%</td>
<td>3.23%</td>
<td>0%</td>
<td>0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Average</td>
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<td>2</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>6.25%</td>
<td>6.9%</td>
<td>4.94%</td>
<td>12.9%</td>
<td>0%</td>
<td>0%</td>
<td>6.63%</td>
</tr>
<tr>
<td>Good</td>
<td>7</td>
<td>13</td>
<td>28</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>43.75%</td>
<td>44.83%</td>
<td>34.57%</td>
<td>19.35%</td>
<td>50%</td>
<td>57.14%</td>
<td>35.54%</td>
</tr>
<tr>
<td>Excellent</td>
<td>8</td>
<td>12</td>
<td>49</td>
<td>20</td>
<td>1</td>
<td>3</td>
<td>93</td>
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<td></td>
<td>50%</td>
<td>41.38%</td>
<td>60.49%</td>
<td>64.52%</td>
<td>50%</td>
<td>42.86%</td>
<td>56.02%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>29</td>
<td>81</td>
<td>31</td>
<td>2</td>
<td>7</td>
<td>166</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1: Overall Ranking of JMC Educational Experience by Alumni Major. (n = 166). Cell values reflect raw frequencies of respondents. Percentages are reported below those frequencies. The table should be read by row, from right to left across columns. Percentages should be interpreted, not raw frequencies.

If we focus on the “Excellent” column and read left to right, we can see that the highest relative proportion (percent) of JMC alumni saying they had an “Excellent” educational experience was PR majors (64.52%), followed by Journalism (60.49%), Advertising (50.00%), Graduate or M.A. students (50.00%), Other majors (42.68%), and DMP (41.38%).

Again, these differences aren’t so great that we’d expect to find these differences (or even larger differences) in the entire population of JMC alumni.

A second factor that may influence perceptions of educational experience is decade of graduation.

In Table 2, respondent ratings of JMC are distributed by decade of graduation, from the 1950s to the 2010s.
While there was variation in perceptions of educational quality by decade of graduation, these differences are not so large we’d expect to find these differences—or larger differences—in the entire population of JMC alumni, although it approaches statistical significance $F(6) = 1.88$, $p = 0.9$, $R^2 = 6.63\%$, suggesting decade of graduation, rather than major area of concentration, may be more influential to perceptions of educational quality in the School.

If the reader finds the “Excellent” row in Table 2 and moves from left to right across the columns, they will see that an overall Excellent rating of JMC was highest for 1960s grads (90%), 1950s grads (75%), 1990s grads (65.22%), and 2000s grads (60.43%), followed by 2010s grads (56.25%), 1980s grads (48.15%), and 1970s grads (37.50%).

<table>
<thead>
<tr>
<th></th>
<th>1950s</th>
<th>1960s</th>
<th>1970s</th>
<th>1980s</th>
<th>1990s</th>
<th>2000s</th>
<th>2010s</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1 3.12%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1 0.6%</td>
</tr>
<tr>
<td>Poor</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>0 0%</td>
<td>1 2.63%</td>
<td>1 3.12%</td>
<td>2 1.2%</td>
</tr>
<tr>
<td>Average</td>
<td>0 0%</td>
<td>0 0%</td>
<td>2 6.25%</td>
<td>5 18.52%</td>
<td>0 0%</td>
<td>2 5.26%</td>
<td>2 6.25%</td>
<td>11 6.63%</td>
</tr>
<tr>
<td>Good</td>
<td>1 25%</td>
<td>1 10%</td>
<td>17 53.12%</td>
<td>9 33.33%</td>
<td>8 34.78%</td>
<td>12 31.58%</td>
<td>11 34.38%</td>
<td>59 35.54%</td>
</tr>
<tr>
<td>Excellent</td>
<td>3 75%</td>
<td>9 90%</td>
<td>12 37.5%</td>
<td>13 48.15%</td>
<td>15 65.22%</td>
<td>23 60.53%</td>
<td>18 56.25%</td>
<td>93 56.02%</td>
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<tr>
<td>Total</td>
<td>4 100%</td>
<td>10 100%</td>
<td>32 100%</td>
<td>27 100%</td>
<td>23 100%</td>
<td>38 100%</td>
<td>32 100%</td>
<td>166 100%</td>
</tr>
</tbody>
</table>

Table 2: Overall Ranking of JMC Educational Experience by Decade of Graduation. (n = 166). Cell values reflect raw frequencies of respondents. Percentages are reported below those frequencies. The table should be read by row, from right to left across columns. Percentages should be interpreted, not raw frequencies.

The overall trend in ratings over time do not indicate a clear, positive or negative linear pattern, but rather an ebb and flow of “Excellent” ratings, which could be due to multiple factors, including faculty turnover, facilities, technological change, curriculum change, and many other variables.

The effect of graduation decade, again, approaches significance, suggesting that we might find the same size differences (or larger) in the population of alumni; i.e., we might find even more sizeable differences in perceptions of JMC educational quality over time if we were able to interview every JMC alum.

This section of the survey also asked respondents to make retrospective evaluations of how individual curricular and extracurricular (e.g., student media, study abroad) activities impacted their educational experience and subject expertise.
Specifically, each respondent was asked, “How much did each of the following JMC experiences contribute to your knowledge of your field of study (e.g., Journalism, PR, Advertising).”

Answers were recorded on a three-point Likert scale from “Not At All,” to “Some,” to “A Great Deal” of contribution to the respondent’s knowledge.

A summary of responses to this item are shown below, in Table 3.

<table>
<thead>
<tr>
<th></th>
<th>FYE</th>
<th>Lecture/ Seminar</th>
<th>Writing Courses</th>
<th>Research Courses</th>
<th>Capstone Courses</th>
<th>Group Projects</th>
<th>Internship</th>
<th>Study Abroad</th>
<th>Student Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>48 (28.92%)</td>
<td>7 (4.22%)</td>
<td>7 (4.22%)</td>
<td>25 (15.06%)</td>
<td>60 (36.14%)</td>
<td>18 (10.84%)</td>
<td>19 (11.45%)</td>
<td>134 (80.72%)</td>
<td>40 (24.10%)</td>
</tr>
<tr>
<td>Not At All</td>
<td>36 (21.69%)</td>
<td>6 (3.61%)</td>
<td>7 (4.22%)</td>
<td>19 (11.45%)</td>
<td>9 (5.42%)</td>
<td>10 (6.02%)</td>
<td>9 (5.42%)</td>
<td>17 (10.24%)</td>
<td>5 (3.01%)</td>
</tr>
<tr>
<td>Some</td>
<td>65 (39.16%)</td>
<td>87 (52.41%)</td>
<td>30 (18.07%)</td>
<td>62 (37.35%)</td>
<td>22 (13.25%)</td>
<td>77 (46.39%)</td>
<td>17 (10.24%)</td>
<td>4 (2.41%)</td>
<td>16 (9.64%)</td>
</tr>
<tr>
<td>A Great Deal</td>
<td>17 (10.24%)</td>
<td>66 (39.76%)</td>
<td>122 (73.49%)</td>
<td>60 (36.14%)</td>
<td>75 (45.18%)</td>
<td>61 (36.75%)</td>
<td>121 (72.89%)</td>
<td>11 (6.63%)</td>
<td>105 (63.25%)</td>
</tr>
<tr>
<td>Total</td>
<td>166 (100%)</td>
<td>166 (100%)</td>
<td>166 (100%)</td>
<td>166 (100%)</td>
<td>166 (100%)</td>
<td>166 (100%)</td>
<td>166 (100%)</td>
<td>166 (100%)</td>
<td>166 (100%)</td>
</tr>
</tbody>
</table>

Table 3. Distribution of Retrospective Evaluations to Individual Aspects of JMC Experience. reflect raw frequencies of respondents. Percentages are reported below those frequencies. The table should be read by row, from right to left across columns. Percentages should be interpreted, not raw frequencies.

Here the reader should start with the row titled “A Great Deal” of knowledge obtained and compare percentages across each column relating to individual JMC curricular and extracurricular activities.

By doing so, the reader will note that respondents generally perceived JMC writing-intensive courses (73.49%), internships (72.89%), and student media opportunities (63.25%) as being the most influential aspects of their JMC learning experience.

To a lesser extent, respondents perceived lectures and seminars (39.76%), group projects (36.75%), research-intensive courses (36.14%) as contributing a great deal to their subject-area knowledge.

On the bottom end of this spectrum were first-year experience (FYE) courses (10.24%) and study abroad trips (6.63%), with approximately 10% or fewer respondents agreeing they contributed a great deal to their knowledge.
It should be acknowledged, however, that both FYE and JMC study abroad trips are a fairly recent addition to the School; hence, large percentages of respondents reported these activities as “Not Applicable” or “N/A” to their acquiring subject knowledge.

Oddly, a fairly large percentage of respondents (36.14%) reported capstone courses as being N/A, which might suggest these courses are a relatively recent addition to the curriculum, or, that older alumni simply didn’t view their senior capstone courses as “capstones,” which generated the N/A response.

Section III.I: Post-Graduation Career Experience

JMC alumni were also asked about their post-graduate employment experience. Specifically, we wanted to know how long it took alumni to find full-time employment after they graduated from JMC. Figure 2 shows the distribution of responses to this item.
The reader should note an overwhelming percentage of respondents (75.30%) reported finding full-time employment within fewer than six months after graduating from JMC; 16.87% said it took them more than six months to find full-time work; 7.83% said they did not find full-time employment after graduation.

Of those students who reported not finding full-time employment after graduation, 15.38% reported being hired part-time, while 23.08% said they completed internships, 15.38% went to graduate school, and 46.15% reported they did something “Other” than the listed response options. In the case of “Other,” a few alumni reported going into the military, while others mentioned they became homemakers.

Alumni respondents also reported their current job status (see Figure 3), including whether or not they are now employed full-time or part-time, and whether or not they’re employed in a JMC profession or JMC-related profession.
Figure 3: (n = 166). Distribution of alumni responses to the question: “What is your current employment status?” “FT” stands for full-time. “PT” stands for part-time. “Grad” indicates the respondent was enrolled in graduate school. “Not JMC” indicates the respondent was either employed full- or part-time in a non-JMC profession.

Figure 3 shows that a majority of respondents are employed either full- or part-time in a JMC profession (50.30%), while a little over a third of respondents reported being employed full- or part-time in professions outside JMC (33.94%).

A smaller number of respondents reported being enrolled in graduate school (0.61%) and being unemployed (15.15%), although it should be noted here that at least a small proportion of the “unemployed” respondents were technically retirees.

Next, survey respondents were also asked to identify a more specific area of employment in specific professions or industries. Below, Figure 4 reports alumni employment in specific areas.

Figure 4: (n = 166). Distribution of alumni responses to the question: “Which of the following best describes your current position?” Responses of “Other” also asked the respondents to describe their position.
About 4.24% of respondents reported being currently employed in advertising; 6.67% in a broadcasting-related area; 4.24% in corporate communications; 8.48% in integrated marketing communications; 1.21% in magazine writing and production; 5.45% in newspaper journalism; 4.24% in nonprofit work; 3.03% in online/multimedia production; 2.42% in photojournalism; 1.21% at a production company; 5.45% in public relations or public affairs; and 7.27% in education.

A much greater percentage of respondents (46.06%) said they belonged in the “Other” category, or an industry of employment not provided to respondents.

When probed to answer how they would characterize their employment, respondents in the “Other” category reported a wide variety of current employment conditions, such as “laid off from a trade publication,” to “preschool teacher,” “psychologist,” “patient services,” “education unrelated to journalism (preK),” “attorney,” “flight attendant,” and so on. The most common “Other” response was “retired.”

Section III.II: Attitudes Toward Developing Additional Professional Skills

The next section of JMC Alumni Survey asked respondents to think about additional skills training. Specifically, we asked alumni to assess the degree to which they could use additional training in the areas of Writing and Editing, Public Speaking, Research and Data Analysis, and so on from “No Additional Training Needed” to “Much More Training Needed.”

Results from this item are shown in Table 4.

<table>
<thead>
<tr>
<th></th>
<th>Writing/Editing</th>
<th>Public Speaking</th>
<th>Research/Data</th>
<th>Web Design</th>
<th>App Design</th>
<th>Ethics/Law</th>
<th>Video</th>
<th>Photo</th>
<th>Global Aware</th>
<th>Biz</th>
<th>Social Media</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 No Training</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 No Training</td>
<td>74</td>
<td>58</td>
<td>40</td>
<td>29</td>
<td>32</td>
<td>59</td>
<td>48</td>
<td>41</td>
<td>56</td>
<td>49</td>
<td>36</td>
<td>119</td>
</tr>
<tr>
<td>2</td>
<td>28.83%</td>
<td>21.47%</td>
<td>20.86%</td>
<td>7.98%</td>
<td>3.07%</td>
<td>36.20%</td>
<td>29.45%</td>
<td>25.15%</td>
<td>34.36%</td>
<td>30.06%</td>
<td>22.09%</td>
<td>73.01%</td>
</tr>
<tr>
<td>3</td>
<td>28</td>
<td>17.18%</td>
<td>28</td>
<td>17.18%</td>
<td>12.27%</td>
<td>23.93%</td>
<td>16.56%</td>
<td>21.47%</td>
<td>23.93%</td>
<td>17.79%</td>
<td>23.93%</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>14.11%</td>
<td>19.63%</td>
<td>15.95%</td>
<td>26.99%</td>
<td>22.70%</td>
<td>15.95%</td>
<td>23.93%</td>
<td>17.79%</td>
<td>23.93%</td>
<td>17.79%</td>
<td>15.95%</td>
<td>10.43%</td>
</tr>
<tr>
<td><strong>5 Much More Training</strong></td>
<td>9.82%</td>
<td>19.63%</td>
<td>26</td>
<td>44</td>
<td>37</td>
<td>15</td>
<td>22</td>
<td>24</td>
<td>34</td>
<td>28</td>
<td>5</td>
<td>3.07%</td>
</tr>
<tr>
<td></td>
<td>6.13%</td>
<td>10.43%</td>
<td>10.43%</td>
<td>30.06%</td>
<td>42.33%</td>
<td>4.91%</td>
<td>24.54%</td>
<td>4.91%</td>
<td>9.20%</td>
<td>13.50%</td>
<td>13.50%</td>
<td>11.04%</td>
</tr>
</tbody>
</table>

Table 4. Alumni Assessment of Need for Additional JMC Skills Training. Cell entries represent raw frequencies of respondents. Percentages are reported below those frequencies. The table should be read by row, from right to left across columns. Percentages should be interpreted, not raw frequencies.
Reading from left to right across the “Much More Training Needed” row, we see that respondents generally identified Mobile Application Design (42.33%), Web Design (30.06%), Video Editing and Production (24.54%), Photo Editing and Production (17.79%), Social Media (13.50%), Other (11.04%), and Research and Data Analysis (10.43%) as skill areas in which they need more training.

To a lesser extent, respondents reported they needed much more training in General Business Practices (9.20%), Public Speaking (6.13%), Ethics and Law (4.91%), Global and Cultural Awareness (4.91%), and Writing and Editing (1.94%).

Another way to examine Table 4 is to locate the “No Training Needed” row and compare percentages across skills columns. Here the smallest percentages of respondents agreeing they needed no training in Web Design (17.79%), App Design (19.63%), Social Media (22.09%) and Research and Data Analysis (24.54%).

Taken together, it seems that Web and Mobile Application Design are the most desirable skill areas in which alumni say they need training. Social Media, Video Production, Video Production, and Research and Data Analysis are other areas identified as needing additional training.

When respondents were asked what Other skills they need training in, they reported responses such as “digital media,” “graphic design,” “computer skills,” “interviewing,” “print design,” “climate reporting,” “audio,” and “teaching media literacy,” although it should be noted that many of these Other entries were mentioned by just a single respondent or two. Several of the entries mentioned the respondent was “retired” and not looking for any additional training.

To determine if JMC alumni were interested in seeking additional training through a master’s degree program in JMC, the survey asked, “Are you interested in gaining additional skills and conceptual training through a master’s program in journalism and mass communication?”

One hundred and twelve respondents (68.71%) reported “no,” while 37 respondents said they were “unsure” (22.70%) and 14 respondents (8.59%) reported “yes.”

Of those (n = 51) respondents who said they “yes” they would or were “unsure” they would attend a master’s program in JMC, 17.65% said they would be Extremely Unlikely to attend Kent State’s master’s program, 33.33% said they were Somewhat Unlikely, 35.29% said they were Neither Likely or Unlikely to attend, while 13.73% said they were Somewhat Likely and 0.00% said they were Extremely Likely to enroll in the Kent State JMC master’s program.

Most of the respondents who expressed interest in a graduate program said they’d seek an online degree program (58.82%); 33.33% said they wanted a face-to-face program; 7.84% said “other.”

Alumni were subsequently asked what kind of JMC master’s program concentration sounds most appealing. Results from that question are reported in Table 5.
The majority of alumni who expressed at least some interest in gaining additional training through a master’s program reported Strategic Communication (17.65%), Global Communication and Media (15.69%), and Political Communication (13.73%) program concentrations sounded most appealing.

Respondents who reported Other (27.45%) reported a wide variety of potential master’s degree program concentration areas, including “video production,” “creative writing,” and “business and marketing.” None of these entries received more than one response, suggesting widely varied interest in both more traditional JMC-related training.

### Section III.III: Perceptions of JMC Alumni Outreach and Events

The final section of the survey asked respondents about how connected they feel with JMC and potential JMC-related events that would increase engagement with the School.

This section of the survey first asked respondents “how connected” they feel to the School of Journalism and Mass Communication.

Forty-seven respondents (29.01%) said they felt “not at all” connected (29.01%), whereas 97 respondents (59.88%) reported feeling “somewhat” connected, and 18 (11.11%) said they were connected to JMC “a great deal.”

Examined together, it appears that about one-third of respondents (29.01%) don’t feel connected at all to JMC, while a little over two-thirds (70.99%) reported feeling at least “somewhat” connected to the School.

Respondents were then asked how interested they were in attending a variety of JMC events and networking opportunities, including on-campus social events, off-campus social events, the Poynter-KSU Media Ethics Conference, the Robert G. McGruder Diversity in Media Lecture, and so on.

Results are shown in Table 6.
Overall, respondents expressed little interest in attending JMC events. Reading percentages across the “Very Interested” row, we can see that the highest percentage of respondents expressed interest in the Poynter-KSU Media Ethics Conference (10.49%), followed by the YouToo Social Media Conference (9.88%), Faculty-led JMC Panel Discussions (9.88%), and Off-Campus Social Events (9.88%).

Fewer respondents expressed interest in the JMC Alumni Award Ceremony (8.64%), On-Campus Social Events (6.17%), a JMC-sponsored Homecoming Tailgate (4.94%), and the Robert G. McGruder Diversity in Media Lecture (4.32%).

Of all events, respondents expressed the highest amount of disinterest located in the “Not At All Interested” row for the McGruder lecture (62.96%) followed by the JMC Homecoming Tailgate (62.35%) and an On-Campus Social Event (50.62%).

The lowest amount of disinterest was for Off-Campus Social Events (32.72%).

Of the (n = 109) respondents expressing they were at least “somewhat” interested in social events, 45.79% said Cleveland would be a location they would attend an alumni event; 7.48% said Pittsburgh; 5.61% said Columbus; 4.67% said Chicago; 3.74% said New York City; and 32.71% reported wanting to attend an alumni event in some other location.

Of those respondents who said they’d like to attend in a different location other the ones provided, respondents reported wanting to meet in Kent, OH; Washington D.C.; Atlanta, GA; Orlando, FL; San Francisco, CA; Seattle, WA; Denver, CO; Indianapolis, IN; Charlotte, NC; Cincinnati, OH; and Tampa, FL.

Answers to the “Other” location category were scattered, but a handful of respondents reported several cities--Kent, Washington D.C., Seattle, Cincinnati, and Charlotte--were of particular interest, beyond the cities that were provided to them as options.
Overall, Cleveland and Pittsburgh appear to be of most interest for Off-Campus JMC Social Events.

The survey also asked respondents who reported being “Somewhat Interested” or “Very Interested” in JMC Faculty Panel Discussions (52.47%) to provide panel topic suggestions.

Answers varied widely, from one respondent reporting the “2016 Election” would be of interest, to another respondent saying “Copyright Law.”


One area that had some topical consensus was social media.

Specifically, a handful of respondents reported a desire to attend a panel on “Social Media” in general, “Social Media Responsibility,” “Social Media Management,” “Social Media Advertising,” and “Social Media and Nonprofit Communication.”

One final question asked respondents to consider ways they could become connected to JMC through various activities, such as Hosting a Job Shadow and participating in an On-Campus Mentoring Event.

Each respondent was asked: “How interested would you be in the following opportunities to interact with and support current JMC students?”

Results from responses to this survey item are shown in Table 7.

<table>
<thead>
<tr>
<th></th>
<th>Hosting a Job Shadow</th>
<th>On-Campus Mentoring</th>
<th>CareerExpo</th>
<th>Monetary Gift $50-$100</th>
<th>Monetary Gift $100-$1,000+</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not At All Interested</strong></td>
<td>99</td>
<td>105</td>
<td>111</td>
<td>124</td>
<td>133</td>
</tr>
<tr>
<td></td>
<td>61.88%</td>
<td>65.62%</td>
<td>69.38%</td>
<td>77.50%</td>
<td>83.12%</td>
</tr>
<tr>
<td><strong>Somewhat Interested</strong></td>
<td>50</td>
<td>48</td>
<td>37</td>
<td>33</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>31.25%</td>
<td>30.00%</td>
<td>23.12%</td>
<td>20.62%</td>
<td>14.38%</td>
</tr>
<tr>
<td><strong>Very Interested</strong></td>
<td>11</td>
<td>7</td>
<td>12</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>6.88%</td>
<td>4.38%</td>
<td>7.50%</td>
<td>1.88%</td>
<td>2.50%</td>
</tr>
</tbody>
</table>

**Table 7. Alumni Interest in Interacting with and Supporting Current JMC Students.** Cell entries represent raw frequencies of respondents. Percentages are reported below those frequencies. The table should be read by row, from right to left across columns. Percentages should be interpreted, not raw frequencies.

Again, respondents seem fairly disinterested in participation.
Examining the “Very Interested” row, the highest amount of interest among respondents appears to be in participating in the Career Expo (7.50%), followed by Hosting a Job Shadow (6.88%), attending an On-Campus Mentoring Event (4.38%), giving a Monetary Gift of $100-$1,000+ to support JMC scholarships and study abroad (2.50%), and providing a Monetary Gift of $50-$100 to support scholarships and study abroad opportunities for JMC students (1.88%).

The vast majority of respondents (83.12%) said they were most disinterested in providing a large Monetary Gift of $100-$1,000+ for JMC students, followed by a Monetary Gift of $50-$100 for students.

All else being equal, alumni appear more willing to give their time for activities like Hosting a Job Shadow rather than a financial contribution to support current students.

Section IV: Summary of Findings

The 2017 Kent State JMC Alumni Survey revealed several important findings with regard to the following areas: (1) alumni retrospective evaluations of JMC, (2) post-graduate career experiences, (3) attitudes toward developing additional professional skills, and (4) perceptions of JMC outreach and events. I summarize the major findings below:

- First, most JMC alumni have positive evaluations of their educational experience. Overall, 56.02% of alumni rated their education as “Excellent;” 35.54% said it was “Good.”

- Evaluations of their educational experiences in JMC did not vary meaningfully by major area of concentration (Ad, PR, etc.); however, students who graduated in the 1950s and 60s had more positive evaluations than graduates from more recent decades.

- Most of our alumni (75.30%) said they found full-time employment within 6 months of graduating from our program; however,

- Only 44.24% said they currently hold full-time employment in a JMC-related profession (Journalism, DMP, etc.); 6.06% hold part-time employment in a JMC-related profession; 33.94% hold part- or full-time work in a profession outside JMC; the remainder are enrolled in graduate school, are unemployed, or retired.

- Alumni said they need additional training in four areas: mobile application design, web design, video editing and production, and photo editing and production; JMC offers training in the latter two areas, but little systematic curriculum with regard to the former.

- A total of 31.29% of respondents expressed at least some interest in receiving additional training through a master’s degree program in JMC; of those expressing interest, 58.82% said they’d prefer to enroll in an online program; 50.98% said they were either somewhat unlikely or extremely unlikely to enroll in JMC’s master’s degree program.
● Overall, our alumni expressed very little interest in our current extracurricular programming, such as the Robert G. McGruder Diversity in Media Lecture, the YouToo Social Media Conference, and the Poynter-KSU Media Ethics Conference; additionally,

● Alumni expressed little interest in providing their time to JMC in the form of mentoring current students, and markedly less interest in donating money to JMC for scholarships and study abroad opportunities; for example, 2.50% (n = 4 respondents out of 166) said they’d be very interested in donating $100 to $1,000+ for student scholarships or study abroad.

Taken together, the 2017 JMC Alumni Survey paints a mixed portrait of both positive alumni feelings toward their educational experience in JMC but also relative disinterest in renewed engagement with the School. A slim majority of alumni say they hold full- or part-time employment in the JMC professions, but a strong minority are employed outside the professions.

Finally, while a master’s degree program seems of little interest to alumni, there appears to be educational opportunities in structuring more curriculum around mobile application and web design, among other areas.

Appendix I: GSEE Items

The following survey items, including the response options, were presented verbatim to graduating seniors on the GSEE (n = 55). The percentage of students answering correctly is identified beneath each question. Asterisks (**) denote items new to the 2017 survey.

2. Select the word that best completes this sentence: “The students were thrilled to learn they had aced _____ presentations.
   a. Their
   b. There
   c. They’re
d. Its  
e. It's  
f. Don't Know  
Correct: 94.55%

3. Select the sentence with correct grammar and punctuation:  
a. He replied, "People that live in glass houses shouldn't throw stones."  
b. He replied, "People who live in glass houses shouldn't throw stones."  
c. He replied "People which live in glass houses shouldn't throw stones."  
d. He replied, "People who live in glass houses shouldn't throw stones".  
e. Don't Know  
Correct: 81.82%

4. We tend to prefer _____ voice sentences in professional media writing.  
   a. Active  
   b. Passive  
   c. Dependent  
   d. Independent  
   e. Don't Know  
   **Correct: 83.64%

5. A _____ is a punctuation mark that is used to set off a list of items or an illustrative quotation.  
   a. Semicolon  
   b. Comma  
   c. Period  
   d. Colon  
   e. Hyphen  
   f. Don't Know  
   **Correct: 74.55%

6. In a democracy, the news media serve as the eyes and ears of the public in monitoring those who hold power. This role is widely referred to as the _____ function.  
   a. Marketplace of ideas  
   b. Libertarian  
   c. Objectivity  
   d. Balance of interests  
   e. Watchdog  
   f. Don't Know  
   Correct: 72.73%

7. The technological milestone credited with launching “mass” communication is the:
a. Invention of the alphabet
b. **Invention of the printing press**
c. Invention of the telephone
d. Discovery of electromagnetic waves
e. Development of the internet
f. Don't Know

Correct: 76.36%

8. The term "media convergence" refers to:
   a. The crossing over into the digital age
   b. A method of measuring demographics
   c. The converged ground between theories and phenomena
d. **The coming together of media across multiple platforms**
e. The merger of information portals
f. Don't Know

Correct: 69.09%

9. Which of the following theories is best described by this statement: "The media don’t tell us what to think, but they do tell us what to think about"?
   a. Diffusion of innovations
   b. Uses and gratifications
c. **Agenda setting**
d. Cognitive dissonance
e. Spiral of silence
f. Don't Know

Correct: 47.27%

10. In terms of readability, which typeface style is considered best for use in body copy or electronic displays such as television monitors or computer screens?
   a. Ornamental
   b. **Sans serif**
c. Decorative
d. Old style
e. Script
f. Don't Know

Correct: 85.45%

11. The “rule of thirds” suggests that the focus of visual composition should be:
   a. Centered in the frame
   b. In the upper third of the frame
c. In the lower third of the frame
d. In the left third of the frame
e. **A third up or down, and a third left or right**
12. People who watch a lot of television, including television news, tend to think that:
   a. The world is a more violent and dangerous place than it actually is
   b. The world is less violent and dangerous than it actually is
   c. The world is just as violent in real life as it is on television
   d. Don't Know
   **Correct: 76.36%

13. You are creating a media product about an artist that will include text, artwork, audio recordings, video and an interactive graphics. Your ideal choice for a medium would be a:
   a. Broadcast show
   b. Documentary film
   c. Narrative film
   d. Multimedia production
   e. Public relations packet
   f. Don't Know
   Correct: 78.18%

14. These software programs are in the same order as which set of applications? Pro Tools / Adobe Premier / Dreamweaver
   a. Web design / video / audio
   b. Audio / Web design / video
   c. Video / Web design / audio
   d. Video / audio / Web design
   e. Audio / video / Web design
   f. Don't Know
   Correct: 60.00%

15. "Web _____" is an industry term that refers to the measurement, collection, analysis and reporting of website data for purposes of understanding and optimizing website traffic and use.
   a. Metrics
   b. Analytics
   c. Sytematics
   d. Polemics
   e. Don't Know
   **Correct: 83.64%

16. Researchers can gather data using both qualitative and quantitative methods. Which of the following techniques represents a qualitative approach?
17. An appropriate use of a focus group is to:
   a. Focus attention on analyzing data sets
   b. **Explore the range of views that emerge about a topic through discussion**
   c. Convince participants to adopt a specific position or argument
   d. Quantitatively experiment with the effectiveness of different messages
   e. Test the frequency of specific characteristics in a population
   f. Don’t Know
   Correct: 76.36%

18. When you ask people to report their sex, race or age on a survey, you are asking for:
   a. Biographics
   b. Psychographics
   c. Pseudographics
   d. **Demographics**
   e. Geographics
   f. Don’t Know
   **Correct: 92.73%

19. Which of the following is considered an ethnicity but not a race:
   a. Black or African-American
   b. White or Caucasian
   c. Asian or Asian-American
   d. **Hispanic**
   e. Native American
   f. Don’t Know
   Correct: 41.82%

20. Minority ownership is a factor in the licensing process for which U.S. media industry:
   a. **Broadcasting**
   b. Advertising
   c. Cinema
   d. Journalism
   e. Public relations
   f. Don’t Know
21. A television advertisement portrays a group of friends from a wide variety of racial/ethnic backgrounds, ages, genders and sexual orientations drinking Pepsi. This ad is a great example of _____ in media content.
   a. Bias
   b. Demographics
   c. Diversity
   d. Stereotyping
   e. Don’t Know
   **Correct: 92.73%**

22. American television shows are popular in other nations; however, critics say the exporting of U.S. media harms the self-identity of other nations, referring to this by the common term of:
   a. Diversity
   b. Situational domination
   c. Societal imbalance
   d. Cultural imperialism
   e. Media envy
   f. Don’t Know
   **Correct: 65.45%**

23. News media ownership structures vary based on the political, economic and social systems of their home nations. For example, the ownership structure that best characterizes present-day Chinese and Russian news media could be referred to as the _____ model of the press.
   a. Social Responsibility
   b. Libertarian
   c. Authoritarian
   d. Agrarian
   e. Infotainment
   f. Don’t Know
   **Correct: 61.82%**

24. When operatives from one country distribute films, brochures or other media that designed to promote a particular political cause or viewpoint among citizens of another country, this media is called:
   a. Elitism
   b. Yellow Journalism
   c. Propaganda
   d. Infotainment
   e. Authoritarian Media
   f. Don’t Know
25. The classic Apple iPod ad shown above was notable for its excellent design principles, especially:
   a. Contrast and Alignment
   b. Proximity and Alignment
   c. **Contrast and Repetition**
   d. Repetition and Proximity
   e. Don't Know
   **Correct: 60.00%**

26. The online news story shown above with the headline, "Firefighter Jailed 30 Days by Atheist Mayor For Praying at Scene of Fire," could be best described as an example of _____.
   a. Biased Reporting
   b. Yellow Journalism
27. The image of the tree shown above is considered an excellent example of photography because it adheres to the:
   a. Golden Rule
   b. **Rule of Thirds**
   c. Rule of Fourths
   d. Photojournalism Code of Ethics
   e. Don’t Know
   **Correct: 92.73%**

28. The five freedoms cited in the First Amendment include all but which of the following?
   a. Freedom of speech and press
   b. Freedom of religion
   c. Right to peacefully assemble
   d. **Right to bear arms**
   e. Right to petition the government with grievances
   f. Don’t Know
   Correct: 87.27%

29. Today, because we want to know what our government is doing, the American public has broad access to the records of federal agencies through the:
   a. Open Access Act
   b. **Freedom of Information Act**
   c. Public Right-to-Know Act
d. Citizen Gateway Act
e. Government Oversight Act
f. Don't Know
_correct: 83.64%

30. The Federal Trade Commission considers deception in advertising to occur when an ad is likely to mislead a(n) _____ consumer with a material statement or omission.
a. **Reasonable**
b. Unreasonable
c. Well-informed
d. Gullible
e. Naïve
f. Don't Know
_correct: 74.55%

31. You are short of information for a news story, and you are creative. You decide to fabricate some details of the story. When is this permissible?
a. When you are short of information
b. When it makes the story more interesting
c. When it helps you avoid defamation
d. When you are a well-established and trusted journalist
  e. **It is never permissible**
f. Don't Know
_correct: 96.36%

32. Communicators are expected to maintain high standards of professional behavior. High standards are promoted through:
a. Government licensing of professions
b. **Industry code of ethics**
c. A fee structure for ethical violations
d. Judicial injunctions
e. Publication of an ethical infractions list
f. Don't Know
_correct: 92.73%

33. Journalists should be concerned about ethical behavior and ethical decision making because ethical breaches:
a. Make the audience and sources unhappy
b. Are inconsistent
c. Show how unprofessional media practitioners are compared to other professionals
d. Increase the possibility of lawsuits
e. Play out in public, causing audience distrust and potentially eroding perceptions of media credibility
f. Don't Know
Correct: 83.64%

34. The cover price of a magazine has increased by 10% in the last year. The original price was $1.50. What is the current price?
   a. $1.55
   b. $1.60
   c. **$1.65**
   d. $1.70
   e. $1.80
f. Don't Know
Correct: 83.64%

35. When interpreting and reporting research findings, it is important to remember that correlation is not causation. What does this phrase mean?
   a. The simplest answer is usually the correct one
   b. **Just because two variables are related, it does not mean one produces the other**
   c. Findings cannot be generalized because too much error exists in the study
   d. Findings cannot be generalized because the sample was not a probability sample
   e. The results did not indicate any consistent information
f. Don't Know
**Correct: 89.09%**

36. In news media, "random sampling error," sometimes referred to as the "margin of error," is a statistic often reported with survey results to indicate the degree to which _____.
   a. Bias exists in the survey sample
   b. **The range of sample estimates are likely to deviate from the population parameters**
   c. The reliability and validity of the sample deviates from the population parameters
   d. The degree to which survey respondents are lying in their answers
   e. Don't Know
**Correct: 40.00%**

37. Imagine you are the owner of a small business. During the month of December you begin to promote your products by running daily ads in a local television media market. At the end of December you notice that sales are up 35% from the previous month. This likely means that:
   a. Running the TV ads were a success because they increased sales by 35%
   b. Running the TV ads had nothing to do with the 35% increase in sales
   c. **It is uncertain whether running the TV ads helped without accounting for other factors**
d. It is certain that if you run additional TV ads, sales will increase
e. Don’t Know

**Correct: 43.64%**

38. A public opinion survey finds 51% support for an incumbent politician. The survey interviewed a random sample of 1,200 adults producing a margin of error of +/- 3%. The politician’s rival candidate received 49% support. What can we conclude from this survey?
   a. The incumbent will win the election
   b. The rival candidate will win the election
   c. The incumbent has between 51 and 55% support in the full population
   d. The rival candidate has between 49 and 52% support in the full population
   e. There is more support for the incumbent in the population than support for the rival candidate
   f. **Support for the rival candidate in the population could actually be greater than support for the incumbent**
   g. Don’t Know

**Correct: 34.55%**

39. Imagine a journalist writes a story on climate change that balances quotes from climate scientists, 98% of whom say climate change is real and manmade, with quotes from scientists working for large energy corporations that cast doubt on climate change. The journalist later discovers those who read the story now believe there is significant scientific disagreement about the existence and causes of climate change. Is this news story biased?
   a. No, because it balances quotes from both sides of the issue
   b. No, because news media is never biased
   c. **Yes, because balancing quotations makes it appear like there is scientific disagreement when there is mainly consensus**
   d. Yes, because the story is not also quoting politicians who are in charge of climate policy
   e. It is unclear whether the report is biased because we don't know the journalist's motives
   f. Don’t Know

**Correct: 38.18%**
Appendix II: List of Culminating Team Experience Assessment (CETA) Reviewers

The Culminating Experience Team Assessment (CETA) Survey has one faculty and two professional reviewers evaluate our students’ capstone project materials on the basis of our 12 Core Values and Competencies. Because the CETA involves an extensive time commitment on the part of the reviewers, this appendix is dedicated to identifying and thanking those reviewers for their service.

Advertising

Faculty - Evan Bailey  
Professional - Jack Gazdik  
Professional - Kathryn Miller  
Professional - Reed Battain

Digital Media Production

Faculty - Scott Hallgren  
Professional - Dustin Lee  
Professional - Jeff Alberini  
Professional - Tyler Pina

Journalism

Faculty - Mitch McKenney  
Professional - Thomas J. Fladung  
Professional - Dennis Hetzel  
Professional - Kevin S. Adelstein
Appendix III: ACEJMC 12 Core Values and Competencies

As a program accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), we are committed to developing a curriculum designed to meet twelve professional values and competencies:

**Thoughtful, Proficient Communicators**
1. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
3. Understand concepts and apply theories in the use and presentation of images and information.
4. Apply basic tools and technologies appropriate for the communications professions in which they work.

**Who Are Creative, Critical Thinkers**
5. Think critically, creatively and independently.

**Trained To Uncover and Evaluate Information**
6. Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
7. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
8. Apply basic numerical and statistical concepts.

**Within A Legal and Ethical Framework**
9. Understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and assemble and to petition for redress of grievances.

10. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

**In A Diverse and Global Society**

11. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

12. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.