Executive Summary

Each year a designated faculty coordinator conducts a program-level curriculum, learning, and career outcomes assessment of our School. This goal of this assessment is 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).

Below is a summary of several key takeaways from this year’s assessment effort:

1. **Curriculum Maps** show our courses primarily emphasize the writing and digital tools and technology ACEJMC competencies. This is particularly the case in the Journalism and Digital Media Production sequences. Advertising and Public Relations courses, meanwhile, place relatively more emphasis on research, statistics, and critical evaluation. All sequences could benefit from additional curriculum that emphasizes media theory, history, ethics and law, as well as statistics and domestic and global diversity. (See P. 3)

2. A comparison of average scores from the **First-Year Experience Exam (FYEE)** and **Graduating Senior Exit Exam (GSEE)** demonstrates learning transpiring at the programmatic level. Graduating seniors, on average, scored about 2.5 points higher on the exam than did incoming freshmen. Broken down by major, Journalism and Public Relations students made the most gains in knowledge. The most knowledge gained in a competency area was in digital tools. Conversely, incoming freshmen students actually performed better on the statistics competency than did graduating seniors. In the future, the addition of more conceptual courses in media theory, history, law, and in statistics would likely enhance graduating senior scores. (See P. 9)

3. Faculty and professional reviewers continued to provide positive evaluations of our student capstone coursework in the annual **Culminating Experience Team Assessment (CETA)** survey. However, for the third year in a row, both professional and faculty reviewers suggested students lacked an attention to detail. Multiple reviewers noted grammatical and spelling errors in written work, but also problems with clarity and detail in conveying concepts. This was particularly the case with visuals. Reviewers consistently pointed to problems with visual “clutter” and an inability to navigate the work visually. Again, more conceptual courses dedicated to visual theory and design may enhance future reviews in these areas. (See P. 12)
4. Two hundred and forty-three respondents took our annual JMC Alumni Survey. Of those who responded, 92% reported being “extremely” or “somewhat satisfied” with their JMC experience. About 49% of respondents reported being currently employed full-time in a media profession. Annual salaries were healthy: About a quarter of all participants said they made greater than $90,000 annually. Another 13% said they made between $70,000 and $89,999. Broken down by major, former Advertising and Public Relations majors had the highest annual salaries. Importantly, alumni reported a desire to receive additional skills training in the areas of mobile application design, web design, statistics, data analysis, and photo editing and production. A small, but non-trivial number of respondents reported a willingness to provide monetary gifts to JMC in support of student-focused initiatives. (See P. 15)
In the following sections, I map JMC courses against our ACEJMC 12 Core Values and Competencies (see Appendix 1). Each curriculum map shows in blue the two primary values and competencies emphasized in the course. White spaces imply the course does not focus on the given value or competency. I relied on faculty course syllabi to make determinations on the primary areas of emphasis in each course. Our “core” course map is shown below.

### Core Course Map

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The “core” course map shows a fairly even distribution of emphasis in courses common to all JMC majors. Three courses--Media, Power & Culture, law, and ethics--provide students with a grounding in more conceptual learning, while Multimedia Techniques highlights writing and digital tools. While students’ JMC internship experience may vary, it is likely they also pick up mainly writing- and tool-focused, hands-on skills during those hours.

Below, I continue with individual sequence curriculum maps. I based these maps on courses listed in the “program requirements” roadmaps from the university catalog (see the JMC catalog by clicking here: [http://catalog.kent.edu/colleges/ci/jmc/](http://catalog.kent.edu/colleges/ci/jmc/)).

I begin in alphabetical order with the Advertising sequence.
What is notable about the advertising map is the even distribution of course emphasis across values and competencies. Like other sequences, Advertising is primarily focused on writing and digital tools. However, courses such as Research and Measurement and Advertising Media Planning emphasize research and statistics. Courses such as Global Ad and PR have specific emphasis on global diversity.
The DMP sequence is primarily focused on digital tools and writing. Of the 27 courses listed under the DMP program requirements tab on the university catalog page, 24 courses focus on digital skills.

### Digital Media Production Course Map

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Similarly, the Journalism sequence curriculum map shows primary emphasis on writing and digital tools. However, there is relatively more emphasis on writing in the Journalism curriculum than in DMP, Advertising, or Public Relations sequences. There are also courses such as Managing Media Diversity that focus on issues of domestic and global diversity and therefore help round out Journalism’s emphasis across the ACEJMC values and competencies.

### Journalism Course Map

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<td>JMC 46021</td>
<td>Advanced Magazine Writing</td>
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<td>JMC 46052</td>
<td>Advanced Broadcast Reporting</td>
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<td>JMC 46054</td>
<td>Broadcast Documentary</td>
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The PR curriculum map resembles the Ad map in several ways. Like Advertising, courses emphasize a broad range of values and competencies, with several courses emphasizing research and statistics. The primary focus, however, still remains writing and digital tools. One course—Global Ad and PR—had specific focus on issues of global diversity in media.

Public Relations Course Map

<table>
<thead>
<tr>
<th>Course</th>
<th>Write</th>
<th>Hist</th>
<th>Theory</th>
<th>Digital</th>
<th>Crit</th>
<th>Research</th>
<th>Eval</th>
<th>Stats</th>
<th>Law</th>
<th>Ethics</th>
<th>Domestic</th>
<th>Global</th>
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<tbody>
<tr>
<td>JMC 20008 Research and Measurement In Ad and PR</td>
<td></td>
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<td>JMC 21004 Advertising and Public Relations Industry Tools</td>
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<td>JMC 26001 Writing Across Platforms</td>
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<td>JMC 26007 Reporting</td>
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<td>JMC 26008 Broadcast Reporting</td>
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<td>JMC 28001 Principles of Public Relations</td>
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<td>JMC 31007 Digital Analytics in Advertising and Public Relations</td>
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<td>JMC 39002 Public Relations Case Studies</td>
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<td>JMC 40201 Public Relations Practice: Public Affairs</td>
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<td>JMC 40202 Public Relations Practice: Crisis Communication</td>
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<td>JMC 41111 Fashion Publishing</td>
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<td>JMC 41150</td>
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In conclusion, JMC courses primarily emphasize teaching writing and digital tools skills. While “core” JMC courses such as Media, Power & Culture focus on media theory and history, the vast majority of coursework past the first year in the program is focused on skills learning. Two sequences--Advertising and Public Relations--offer more courses that emphasize research relative to Journalism and DMP.

Importantly, these results suggest there are gaps in the curriculum in terms of courses that exclusively focus specifically on media history, theory, law and ethics. In addition, relatively few courses are dedicated to teaching numerical and statistical concepts, critical thinking skills, and issues of domestic and global diversity in media representation and production. While many JMC courses may cover these areas, they are not built around exclusively teaching these values and competencies.
What Do Students Learn? Comparing the First Year Experience Exam (FYEE) with the Graduating Senior Exit Exam (GSEE)

The First-Year Experience Exam (FYEE) and Graduating Senior Exit Exam (GSEE) attempt to measure programmatic learning across ACEJMC core values and competencies.

To accomplish this task, both incoming freshmen and graduating seniors are administered a simple, multiple-choice exam (see Appendix 2). This exam is available through ACEJMC and is designed to assess knowledge of basic value and competency areas (e.g. media law) rather than more specialized, sequence-level knowledge in journalism and mass communication.
This past year, the assessment coordinator had instructors administer an online version of the FYEE in first-year experience classrooms. A complete list of graduating seniors was obtained from the Kent State JMC advising staff. This list was used to email the GSEE to all seniors planning to graduate in Spring 2017, Summer 2017, or Fall 2018.

In total, 44 freshmen and 48 seniors completed the exam.

In terms of overall results, the figures below show average scores on the exam for freshmen (in red) and seniors (in blue). As the figures clearly demonstrate, average scores on the exam increase from year one to the final year in the program, which is suggestive of programmatic learning.
Freshmen who took the exam scored, on average, 11.42 out of 21, which equates to a 54% “F.” Seniors who took the same exam scored, on average, 13.86 out of 21, or about a 66% D.

From freshman to senior year, one of the competencies students learned the most in was digital tools and technologies. Freshmen who took the exam scored an average of 1 out of 2 questions correct on the digital tools and technology competency, whereas seniors scored 1.5 out of 2. This may sound trivial to the reader, but is ultimately a 25% increase in average correct scores. Importantly, this result also dovetails with the curriculum maps, above, in that learning is occurring in areas that we focus on in the curriculum.

It should also be noted that students learned the least--indeed, they appear to have lost knowledge--in the area of statistics and numerical concepts. This year this competency was assessed with a single item that asked students to find a percentage of a number and add it to an existing number (see Appendix 2). Ninety five percent of incoming freshmen got this question correct while only 83% of seniors answered correctly. This result might simply be an artifact of sampling or response bias, but given our curriculum does not emphasize statistics and numerical concepts, it could reflect a genuine decline in average scores.

Finally, it is worth noting differences in programmatic learning by the student’s major.
While there were only trivial differences in average exam scores among incoming freshmen (as we’d expect), there were in fact differences in knowledge that emerged among seniors based on their major.

The tables below show average knowledge scores for incoming freshmen and graduating seniors by major. Note the trivial differences in average scores for freshmen by major (left), but more meaningful differences emerging among seniors (middle).

<table>
<thead>
<tr>
<th>Major</th>
<th>Freshmen Average Score</th>
<th>Senior Average Score</th>
<th>Average Difference (Gain)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>11.00</td>
<td>12.88</td>
<td>+1.88</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>10.88</td>
<td>12.90</td>
<td>+2.02</td>
</tr>
<tr>
<td>Journalism</td>
<td>11.78</td>
<td>15.45</td>
<td>+3.67</td>
</tr>
<tr>
<td>Public Relations</td>
<td>12.00</td>
<td>14.2</td>
<td>+2.20</td>
</tr>
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</table>

More complex statistical analysis using one-way analysis of variance (ANOVA) shows little difference in average freshman scores by major $F(3) = 0.25$. However, differences in scores by major are more pronounced among seniors $F(3) = 1.87$, $p = 0.14$.

Essentially, these results indicate that while there are few differences in knowledge among incoming freshman by major, differences do emerge among seniors, with journalism seniors scoring the highest on the exam and Ad and DMP seniors scoring the lowest.

In terms of knowledge gain as a result of programmatic learning, journalism seniors also appear to have the advantage. On average, journalism seniors score 3.67 points higher on the exam than do incoming freshmen journalism students.

As in years past, these results come with several caveats. For example, the items used here to assess program-level learning say little about learning at the level of major or area of specialization.

Second, and perhaps more troubling, the scale items provided by ACEJMC have never undergone thorough validity and reliability checks, which means that these items may not be accurately and reliability measuring what they’re purporting to measure.

Finally, there could also be response biases in these data. For example, it could be that only high-achieving freshmen take the FYEE and marginal seniors take the GSEE version of the test. If this were the
case (and we don’t know if it is), then average scores may not vary as widely as they could under circumstances in which every incoming freshman and outgoing senior took the exam.

How Do Professionals Rate Our Student Work? Responses from the Culminating Experience Team Assessment (CETA)
The Culminating Experience Team Assessment (CETA) survey asks faculty and professionals to evaluate student capstone materials (e.g., PR Campaigns casebooks and presentations). A full list of faculty and professional reviewers can be found in Appendix 3.

A sampling of student materials from each sequence is provided below with links to the original content:

**Advertising**

**Digital Media Production**

**Journalism**

**Public Relations**
The CETA survey used a purposive sampling method designed to recruit at least one faculty reviewer and two professionals for each sequence. Our administrative assistant, Lorie Bednar, emailed a survey request to faculty members from each sequence who had expressed willingness and availability to act as a reviewer. Additionally, Bednar used snowball sampling by asking faculty for lists of potential professional reviewers and then requesting participation from these professionals.

In total, 12 respondents took the survey: four faculty members and eight professionals. Selections of their verbatim responses to the student materials are listed below.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Reviewer #1</th>
<th>Reviewer #2</th>
<th>Reviewer #3</th>
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</table>

After years of working to help the homeless at the Board of Life Mission in Barberton, Ohio, Marie Benter never thought she
Advertising
“Positives- They did a great job of starting at the beginning with an objective, conducting research, choosing a target, connecting the idea to the audience and planning it out. Well done all around… Challenges- It appears there were conversations post-brief that led to a new objective of 500 new subscribers. Unclear to know for sure. What about the visual identity that was an objective in the brief? … While the concepts tied to the chosen targets, I don’t feel the targets were always clear from the research…”

DMP
“[My] top priority is always sound. I thought the sound for most of the films was well managed and would be playable. Unfortunately, the feature film has sound issues that would make it difficult to program if I were reviewing it for a spot in our festival. …After sound I consider the look and feel of the film (cinematography/etc..). The way a film is shot has an effect on the feel of the film and should complement the genre. I thought this was good or at least adequate in all of the films….Let me say that I thought the music video did well on pretty much every area I would look for.

Journalism
“The depth of the research that went into the stories is good. Also, the graphics are well done. The students seem to have those two aspects down well. Overall, the stories need to point toward solutions after the problem has been articulated. The student debt story had some solutions, but not enough. Tell me the story of someone who successfully went from homelessness to a stable home. Story flow was pretty good, but there is room for improvement - lead off with a video that ties into the narrative.”

“Solid work in editing and directing, in most cases. I see work that should be the mean in a program of this type…I also see a consistent need for more training and work on lighting, story, casting, and locations. There should also be exponentially more content to choose from.”

PR
“I was the client for this year’s PR Campaigns class….Overall they had a lot of creative ideas. Some of them I question the feasibility of the ease of the tactics (ones that warrant a bunch of people donating time to be advocates in the community, etc.). The ones that were most successful were a mix of in person, digital, print tactics…They had a lot of great ideas but there were many silly GSP errors. It was clear they did not read each other’s work. They did not have one

“Overall, the three teams created very different campaigns. One was creative focused, another event driven and one media focused, etc… In some cases, this strength was potentially a weakness: The argument could be made the campaigns felt overly reliant on specific tactics, such as Cleveland Magazine or community events. The attention to research was a strong feature of most of the campaigns.”

“The research and setup for the campaign creative strategies were well-documented and all three groups did a nice job organizing the research data and providing takeaways…. All three groups could have improved on identifying one key insight their creative concepts were based in… The biggest improvements I would recommend would involve providing more rationale within the media plans and a larger focus on analytics. … What is your plan for measurement? The goal (500+ new subscribers) and the tactics (social media and local sites buys) were stated, but the path to measuring the outcomes from the advertising was missing.”

“I really thought the music video was well produced and looked very professional, dug the song too! … The mini doc "Preservation of our Living Theaters", very well shot and edited. Very informative subject and a timely. If there is any criticism I can give is that at times perhaps a little too much "talking head" interviews but this is just a minor quip… The Jazz video is fine, it appears to be a one camera shoot. Sometimes with a live event like that you might be able to cover it with multiple cameras and that would limit some of the adjusting and zooms that are done...If Fly By Night, pretty well done for a film with a seemingly low budget. Features good shot composition. The story was fairly easy to follow and the performances were not bad.”

“I particularly liked reading [Homelessness Story]. Geer’s use of multi-media assets added great context and credibility to his story on an important social issue facing our community. Supporting his writing with charts, numerous sources, statistics and video made for a well-rounded feature...I didn’t enjoy this one nearly as much as the first: [Student Loans story]. I wasn’t quite sure where the author wanted me to go first. The landing page of content wasn’t organized enough for me to determine what I was being asked to do.”

“What students did well-- Extensive research was evident from the Situation Analysis, which connected directly to the choices for Key Messages. The visuals were aesthetically pleasing and the overall layout was sophisticated…What students could improve--The Executive Summary should have fully summarized the campaign. The Campaign map was a visually arresting design, but was difficult to understand in terms of the timeline…The Tactics of the Community Companions were well-considered, but too
Two themes emerged across verbatim CETA reviewer responses:

1. **Student capstone materials lack attention to detail and much work needs additional editing;**

2. **Student capstone materials could benefit from enhanced visuals and graphics.**

The first of these points— that student materials lack attention to detail— has been echoed across reviewer responses every year since at least 2016. For instance, both faculty and professional reviewers have consistently pointed to student materials lacking attention to grammar, spelling, and punctuation. This year, Journalism reviewers suggested the content of student reporting was excellent, but that they had difficulty in navigating the content. In addition, Ad and PR reviewers consistently reported students grasped and conveyed the major concepts, but, as one reviewer suggested, “specific details..seem to be glossed over.” Likewise, DMP reviewers praised the creativity and professionalism of the vast majority of student work, but also suggested improvements could be made in the areas of “sound” quality as well as “lighting, story, casting, and locations.”

Multiple reviewers also suggested student materials has problems with visual design and interactive, multimedia components. Journalism reviewers noted difficulty in visually navigating student reports. Ad and PR reviewers suggested improvements could be made to “visual [brand] identity.” Another reviewer suggested layouts occasionally felt “cluttered.” Reviewers for DMP made several comments about the necessity of more creative visuals. For instance, one DMP reviewer suggested using fewer “talking head” interviews in non-fiction film.

In summary, the reviewer comments were positive. However, the reviewers also made a number of concrete suggestions for improving student work. These include:

- Ensuring students pay attention to detail through the use of copy chains and multiple rounds of editing prior to submitting the capstone coursework.
- A renewed focus on visual design and creativity. While reviewers found some visuals were “arresting” and engaging, reviewers suggested efforts here were inconsistent. They also suggested visuals should always be closely aligned with, and an extension of, story.
- Reviewers made a number of other suggestions regarding, for example, improving Ad and PR campaigns by ensuring that student teams are always providing clear, research-driven rationales for tactics and objectives.
- For DMP, reviewers continued to emphasize a need for greater technical precision. Many of their criticisms involved a need to improve technical matters, such as lighting and sound.
Where Do Our Alumni Go, What Careers Do They Pursue, and How Do They Rate JMC Now? Lessons from the Alumni Survey
Each fall we send all JMC alumni a request to complete a quick Qualtrics survey. This survey asks about alumni views of JMC, current employment status, annual income, and skill areas in which alumni perceive they need additional training. In addition, the survey asks alumni whether they’d like to support JMC initiatives, such as in-person mentoring or career coaching.

This year, 243 JMC alumni completed the survey. Of these respondents, 39% reported being male, 60% reported being female, and 1% reported being non-binary. Respondents' average age was 45.35 years (sd = 16.99). Ninety-two percent of the sample was white, 4% reported being black or African American, 0.5% reported being Hispanic, 1% reported being Asian, and 2.5% reported belonging to an “Other” race/ethnicity category that was not specified at the outset.

In terms of being satisfied with their Kent State JMC experience:
- 224 respondents (92% of the sample) were “extremely” or “somewhat satisfied”;
- 19 respondents (8%) said they were “somewhat” or “extremely dissatisfied.”

(Of those 16 respondents who said they were dissatisfied with their JMC experience, three are currently unemployed, seven reported achieving full- or part-time employment in a non-media profession such as finance, and 9 reported being employed full-time in a media profession.)

Alumni were also asked how well Kent JMC prepared them for their profession:
- 182 respondents (75%) said JMC prepared them “extremely” or “very well”;
- 56 respondents (23%) said JMC prepared them “moderately” or “slightly well”;
- Only 5 respondents (2%) said JMC prepared them “not well at all” for their profession.

Asked whether they’d recommend Kent JMC to a high school senior:
- 213 respondents (88%) said they were “extremely” or “somewhat likely” to do so;
- 30 respondents (12%) said they were “somewhat” or “extremely unlikely” to do so;

Next, we turn to employment data. In terms of employment:
- 118 respondents (49% of the sample) said they were employed full-time in a media profession;
- 19 respondents (8%) said they were employed part-time in a media profession;
- 5 respondents (2%) said they were enrolled in graduate school;
- 22 respondents (9%) said they were unemployed;
- 88 respondents (32%) said they were employed full- or part-time in a non-media profession.

(Non-media professions could include those pertaining to education, finance, transportation, sales, law, and hospitality. Other respondents mentioned they were “retired,” “worked in “retail,” “project
management,” “nonprofit administration,” “coaching,” “customer service,” athletics administration,” “freelance” and “graphic design.”

Next, alumni were asked about their annual income:

- 46 respondents (19% of the sample) said they made less than $29,999 annually;
- 104 respondents (43%) said they made between $30,000 and $69,999 annually;
- 32 respondents (13%) said they made between $70,000 and $89,999 annually;
- 61 respondents (25%) said they made greater than $90,000 annually.

Below, for purposes of comparison, I plot average annual incomes by alumni college major. Bars represent average incomes in dollars.

Here, former advertising majors report having the highest annual income, followed by those who reported majoring in major that was phased out or “Other” (this category included defunct majors such as “radio/television production”). The next highest average annual incomes were among those who majored in Public Relations, Journalism, and Digital Media Production. Photojournalism majors and those who were graduate students in JMC reported the lowest annual income.

When asked in which skills they needed additional training, the majority of respondents reported wanting to receive additional training in (in order of importance):

- Mobile Application Design
- Web Design
- Video Production
- Statistics
- Data Analysis
- Photo Editing and Production

Alumni were least interested receiving additional training in:

- Writing
- Editing
- Public Speaking
- Ethics and Law
- Research

Finally, all alumni were asked whether they’d like to support JMC initiatives. The table below shows the perceived likelihood the respondent would invest in a given JMC initiative (left).

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Extremely Likely</th>
<th>Somewhat Likely</th>
<th>Neither Likely or Unlikely</th>
<th>Somewhat Unlikely</th>
<th>Extremely Unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person Mentoring or Career Coaching</td>
<td>17.70%</td>
<td>26.75%</td>
<td>22.63%</td>
<td>10.70%</td>
<td>22.22%</td>
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<tr>
<td>Virtual Mentoring</td>
<td>18.11%</td>
<td>32.51%</td>
<td>20.16%</td>
<td>8.64%</td>
<td>20.58%</td>
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<tr>
<td>Coming to Campus for a Guest Speaker or Panel</td>
<td>23.87%</td>
<td>24.69%</td>
<td>16.46%</td>
<td>11.11%</td>
<td>23.87%</td>
</tr>
<tr>
<td>Sharing My Story with Jargon Magazine</td>
<td>27.98%</td>
<td>29.63%</td>
<td>15.64%</td>
<td>11.93%</td>
<td>14.81%</td>
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<tr>
<td>Making a One-Time Gift of $25-$100 to Support Student Media, Passports or Similar Initiatives</td>
<td>11.93%</td>
<td>25.10%</td>
<td>20.99%</td>
<td>11.93%</td>
<td>30.04%</td>
</tr>
<tr>
<td>Making a Recurring Annual, Quarterly, or Monthly Gift Totalling $100 to $500 per Year to Support Student Media, Passports or Similar Initiatives</td>
<td>2.47%</td>
<td>7.41%</td>
<td>21.40%</td>
<td>19.34%</td>
<td>50.62%</td>
</tr>
<tr>
<td>Monetary Gift of $500 or more to Support the Above Mentioned Initiatives, and/or JMC Scholarships</td>
<td>2.06%</td>
<td>3.70%</td>
<td>14.40%</td>
<td>15.23%</td>
<td>64.61%</td>
</tr>
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</table>
Here, larger percentages of alumni said they’d be “extremely likely” or “somewhat likely” to share their story with Jargon (57.61%), mentor current students via online or virtual format (50.62%), or come to campus for a guest speaker or panel event (48.56%).

Alumni were somewhat receptive to making a small, one-time gift. Approximately 37.03% reported being “extremely” or “somewhat likely” to do so. Fewer respondents (9.88%) said they’re likely to make recurring gifts to JMC totaling $100 to $500 per year. About 5.76% of respondents said they’re likely to make a gift of $500 or more to support School initiatives.

Appendix I: 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.

Appendix II: FYEE and GSEE Items

The following survey items, including the response options, were presented verbatim to incoming freshmen and graduating seniors. When presented to freshmen, we called the exam the First-Year Experience Exam (FYEE). When presented to seniors, we called the same items the Graduating Senior Exit Exam (GSEE). These items were derived from the ACEJMC.

Writing

1. 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

History

2. 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
3. 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

4. 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

Theory

5. 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

6. 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

7. 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
   f. Don’t Know
Digital

8. 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

9. 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

Research

10. Researchers can gather data using both qualitative and quantitative methods. Which of the following techniques represents a **qualitative** approach?
   a. Survey
   b. Experiment
   c. **In-depth interview**
   d. Trend survey conducted with a longitudinal panel design
   e. Content analysis
   f. Don’t Know

11. 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

12. 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**
Statistics

13. 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

Law

14. 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

15. 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

16. 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

17. Under the First Amendment, a person’s right of free expression includes:
   a. Producing False Advertising
   b. Distributing Obscenity
c. The Right to Engage in Hate Speech  
d. Producing False Advertising, The Right to Engage in Hate Speech, and Falsely Shouting “Fire!” in a Crowded Theater

**Ethics**

18. 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

19. 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

**Domestic Diversity**

20. 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

21. 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
Appendix III: List of CETA Reviewers

The Culminating Experience Team Assessment (CETA) Survey has one faculty and two professional reviewers evaluate our students’ capstone project materials.

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 - Prof. Evan Bailey
Professional - Jack Gazdik
Professional - Sue Stabe
Digital Media Production

Faculty - Prof. Scott Hallgren
Professional - Mike Wendt
Professional - Paul Sloop

Journalism

Faculty - Prof. Thor Wasbotten
Professional - Bruce Winges
Professional - Kevin S. Adelstein

Public Relations

Faculty - Dr. Cheryl Ann Lambert
Professional - Deborah Pritchard
Professional - Marissa Norris