Assessment Plan

Undergrad Assessment of Learning Outcomes
Department of Mass Communications

Southern Illinois University Edwardsville

Approved by Department 2017
Prepared by Suman Mishra

Table of Contents

Mission Statement

The Department of Mass Communications at SIUE is committed to free expression and providing students with opportunities to meaningfully engage with the world around them through liberal arts education and professional skills development. We foster creative, critical and independent thinking. We teach our students to tell compelling stories about people and communities that are fair, truthful and accurate. We encourage students to be self-directed and entrepreneurial in an evolving media landscape. Students learn diverse perspectives, ethical practices and a respect for democratic principles that guide media industries.

Introduction

The Department of Mass Communications following the 2016 site visit by ACEJMC Accreditation Site Team enhanced its Assessment Plan to better assess the learning outcomes of the students. This Assessment Plan provides an outline of how and when the unit assesses and measures student achievement of the student learning outcomes, and how the data from the assessments are used to modify and improve student learning, revise curricula, service and programmatic elements. The department will use the following revised plan moving forward for our next assessment in 2022.

Overview of the Plan

The department has developed a plan to assess student learning that is consistent with the standards of ACEJMC and we have established a clear mission and set of learning goals on which to base our assessment. Our previous version of the plan was developed in 2012 and carried out in 2013. Significant changes to the plan have been made for the same reasons above and approved by the faculty in August 2017 in order to better address the deficiencies of the earlier assessment.

In 2017, the department decided to change our undergraduate major to three concentrations and rename the sequences based on ACEJMC recommendations: Journalism, Media Production and Advertising and Strategic Media. Prior to this, there were four areas of concentration: Print and Electronic Journalism, Media Advertising, Television and Radio, and Corporate and Institutional Media.

Implementation of the Plan

In Spring of 2017, the department decided to adapt the ACEJMC values and competencies into the departments "Goals for Learning." These learning objectives for all the undergraduate students form the basis for our subsequent assessments thus ensuring that the graduates acquire the knowledge and skills critical to career success and to life-long growth and learning.

Mass Comm Goals & Student Learning Outcomes

1. First Amendment and Freedom of Speech and Press

Learning outcome: The student will be able to identify the five freedoms in the First Amendment and state their importance in the United States; distinguish between areas of expression that are and are not protected by the First Amendment; identify range of freedom of expression around; and apply legal principles to contemporary media issues.

> *ACEJMC expectation: 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 to assemble and petition for redress of grievances*;

2. History and Roles of Media in Society

Learning outcome: The student will be able to identify significant milestones in the history of communications; describe important events and individuals in the history of media and communication in the United States; and analyze the role and impact of media on U.S. society.

> *ACEJMC expectation: demonstrate an understanding of the history and role of professionals and institutions in shaping communications;*

3. Diversity in the United States

Learning outcome: The student will be able critically evaluate the U.S. media content for representation of race, class, gender, sexual orientation and other forms of diversity; create works that are sensitive to diverse groups.

> *ACEJMC expectation: demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;*

4. Diversity of People and Culture in a Global Society

Learning Outcome: The student will be able to demonstrate an understanding of the diversity of peoples and cultures around the world; describe ways to identify and communicate with diverse audiences; analyze and articulate the impact of media on global society.

> *ACEJMC expectation: demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;*

5. Apply Theories in Presenting Images and Information

Learning outcome: The student will be able to identify leading communication theories and concepts; analyze aesthetic principles that guide the production of visual content; and demonstrate the ability to apply theories and aesthetic principles in the presentation of images and information.

> *ACEJMC expectation: understand concepts and apply theories in the use and presentation of images and information;*

6. Ethical Ways of Thinking

Learning outcome: The student will be able to describe the philosophical underpinnings of ethical decision-making; recognize the symbiosis between law and ethics; and apply ethical principles to contemporary issues in communications. The student will be able to articulate the importance of truth, accuracy and fairness in the communications process; describe how access to information seeks to ensure these values; and demonstrate the ability to be fair and accurate in applying news values.

> *ACEJMC expectation:* demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

7. Think Critically, Creatively and Independently

Learning outcome: The student will be able to explain the creative elements of professional communications; and draw rational conclusions from evidence and critical analysis of social and communications phenomena.

> *ACEJMC expectation:* think critically, creatively and independently;

8. Engage in Research and Critical Evaluation

Learning outcome: The student will be able to describe qualitative and quantitative research methods; evaluate information from primary and secondary sources; and write and present a scholarly paper using methods appropriate to the communications professions.

> *ACEJMC expectation:* conduct research and evaluate information by methods appropriate to the communications professions in which they work;

9. Write Clearly and Accurately

Learning outcome: The student will be able to demonstrate proficiency in grammar, spelling and mechanics; organize content for effective storytelling; and write with accuracy, clarity and style for different audiences, different media and across multimedia platforms.

> *ACEJMC expectation:* write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

10. Evaluate Work of Others

Learning outcome: The student will be able to evaluate the work of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

> *ACEJMC expectation:* critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

11. Understand Data and Statistics

Learning outcome: The student will be able to perform basic numerical computations; interpret statistical data regarding public opinion polls, marketing research and audience analysis; and demonstrate the ability to apply these concepts in appropriate communications professions.

> *ACEJMC expectation:* apply basic numerical and statistical concepts;

12. Use the Tools of Technology

Learning outcome: The student will be able to describe how technologies shape the way people perceive and interact with the world; master the tools and technologies appropriate for communications professions; and produce media content for print, audio, video, the web and mobile applications.

> *ACEJMC expectation:* apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

SIUE Objectives of the Baccalaureate Degree

The following matrix connects the previously stated Department of Mass Communications' objectives with SIUE objectives of the Baccalaureate Degree.

SIUE's Objectives for the Baccalaureate Degree	Mass Comm Objectives
Analytic, Problem Solving, and Decision Making Skills	11
Oral and Written Communication Skills	9 and 10
Foundation in Liberal Arts and Sciences	5 and 7
Value of Diversity	3 and 4
Scientific Literacy	8 and 12
Ethics	6
Preparation in an Academic Discipline	1 and 2

Assessment Tools

To measure the learning outcomes, the undergraduate program includes seven assessment measures, three direct and four indirect:

1. Senior Portfolio (direct measure)

2. Internship Evaluation (direct measure)

3. Freshman-Senior Entry and Exit Exam (direct measure)

4. Senior Educational Experience Exit Survey (indirect measure)

5. Student Awards (indirect measure)

6. Alumni Survey (indirect measure)

7. Advisory Board (indirect measure)

1. **Senior Portfolio (Direct Measure):** Every graduating student in the department of mass communications has to create a senior portfolio of their work demonstrating what they have learned in the program. The contents of the portfolio are judged by a committee of mass communications department faculty and industry professionals. A student must get an overall minimum score of 70 on the portfolio to pass. The portfolio includes a resume and short reflections on their incorporated work.
   Frequency: Data is collected every semester but analyzed and reported annually
   For exact measurement instrument, see Senior Portfolio Forms.

2. **Internship Evaluation (Direct Measure):** Every graduating student has to secure an internship and work on the job as an apprentice for a full-time media professional. Students have to work at least 225 hours to get credit for the internship. At the end of the internship, the internship supervisor evaluates the intern/student work. The department will analyze the internship evaluations on an aggregate basis to determine the level of student preparedness and performance in professional work settings. The aggregate analysis can reveal strengths and weaknesses related to curriculum and instruction.
   Frequency: Data is collected every semester but analyzed and reported annually
   For exact measurement instrument, see Intern Evaluation Form.

3. **Freshmen-Senior Entry and Exit Exams (Direct Measure):** Students learning and growth is measured through an exam that is administered initially when students enter the mass communications program in one of the entry-level classes -MC 201 and

Freshman Seminar, and later when they are ready to graduate in a senior course -MC 481. This is used to note the trend
Frequency: Data is collected every semester but analyzed and reported annually.
For exact measurement instrument, see the Exam Questionnaire.

4. **Senior Educational Experience Exit Survey (Indirect Measure)**: The department evaluates the quality of student educational experience through as series of measures which are self-reported. Also, the university conducts its own student surveys, and the department will analyze those results to enhance student learning.
Frequency: Data is collected every semester but analyzed and reported annually.
For exact measurement instrument, see Educational Experience Form.

5. **Student Awards (Indirect Measure)**
Student successes can be an external indicator of the quality of the educational experience, whether originating in classes or through student media. The department will compile student successes, ranging from research presentations in the university's Student Undergraduate Research Forum to national competitions such as the Hearst Journalism Awards and Broadcast Education Association competitions. The compilation, comparison and analysis of student success over time can offer insight into the effectiveness of the instruction and experiences provided to students.
Frequency: Annually.

6. **Alumni Survey (Indirect Measure)**
Alumni have the ability to assess their educational experiences with the benefit of perspective. The regular compilation, comparison and analysis of alumni responses can show patterns over time of alumni judgment about curriculum, instruction and student learning and of the short-term and long-term usefulness or relevance of what they learned.
Frequency: Once every third year, starting Fall 2017 (Fall 2020, Fall 2023, and so on)
For exact measurement instrument, see Alumni Survey.

7. **Advisory Board (Indirect Measure)**
The faculty will meet with the advisory board to get their input on curriculum once a year or as suggested by the Board Members.

Mass Comm Advisory Board Members (subject to availability and change)

2017-2023
- Camille Emig-Hill, Director, Human Resources, Anheuser-Busch Companies (retired)
- Megan Lynch, Investigative Reporter, CBS St. Louis
- Dennis Grubaugh, Editor and Partner, Illinois Business Journal
- Jon Hinderliter, System Manager, Direct/CRM & Marketing Research, SSM Health
- Bree Harms, Legal Marketing Specialist, Greensfelder, Hemker & Gale, P.C.
- Bob Kochan, President & Chief Marketing Strategist, Kochan & Company Marketing Communications

2023-present

- Jon Hinderliter - Director of Communications, Brown School, Washington University, St. Louis.
- Paige St. John - Investigative Reporter, Los Angeles Times, El Dorado Hills, CA.
- Steve Porter – Sportswriter, Advantage News, Godfrey, IL.
- Alex Trepka - Client Support Specialist at Crafty, Edwardsville, IL.
- Marcus Key – Journalist, ABC, Chicago.
- Theresa Pauli – Broadcast Engineer, SIUE, Mass Communications Department.
- Bob Kochan, President & Chief Marketing Strategist, Kochan & Company Marketing Communications

Section 3
Curriculum Map

	Courses where the Outcomes Achieved	
	Required	**Elective**
1. First Amendment and Freedom of Speech and Press	MC 401 (Media Law & Policy) MC 202 (Writing for the Media) MC 201 (Mass Media in Society)	MC 324 (Public Affairs Reporting)
2. History and Roles of Media in Society	MC 201 (Mass Media in Society)	MC 324 (Public Affairs Reporting)
3. Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications	MC 201 (Mass Media in Society) MC 202 (Writing for the Media) MC 403 (Cultural Studies)	MC 440 (Visual Media Analysis) MC 471 (Mass Media & Health)
4. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society	MC 403 (Cultural Studies)	MC 453 (Trasnational Media) MC 471 (International Advertising
5. Understand concepts and apply theories in the use and presentation of images and information	MC 403 (Cultural Studies)	MC 402 (Media Management) MC 421 (Ad Campaign) MC 440 (Visual Media Analysis) MC 453 (Transnational Media) MC 449 (Media Psychology)

6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity	PHL 481 (Media Ethics) MC 202 (Writing for the Media)	MC 454 (Documentary Media)
7. Think critically, creatively and independently	All Courses	All Courses
8. Conduct research and evaluate information by methods appropriate to the communications professions in which they work	MC 202 (Writing for the Media) MC 451 (Research Methods)	MC 389 (Media Planning) MC 421 (Ad Campaign)
9. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;	MC 202 (Writing for the Media) MC 204 (Intro to TVR) MC 327 (Designing & Writing for the Web)	MC 321 (Feature Writing); MC 422 (Writing for Corporate) MC 322 (Copy Editing) MC 324 (Advanced News Reporting) MC 326 (Advertising Copywriting and Design) MC 330 (Advanced Broadcast writing) MC 421 (Ad Campaign) MC 431 (Free Lance Media Production)
10. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;	MC 202 (Writing for the Media) MC 204 (Intro to TVR)	MC 322 (Copy Editing) MC 402 (Media Management) MC 421 (Ad Campaign) MC 454 (Documentary Media) MC 431 (Free Lance Media Production)
11. Apply basic numerical and statistical concepts;	MC 451 (Research Methods)	MC 389 (Media Planning) MC 402 (Media Management)

| 12. Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world. | MC 204 (Intro to TVR) MC 327 (Designing & Writing for the Web) | MC 301 (Advanced Audio Production); MC 323 (Digital Pub); MC 331 (Electronic Media Performance) MC 332 (Advanced News Production); MC 333 (Adv Production); MC 334 (Commercial Production) MC 342 (Digital Imagery); MC 431 (Free Lance Media Production); MC 433 (TV producing & Directing); MC 441 (Multimedia use); MC 447(Photojournalism & Visual Storytelling); 454 (Documentary Media); |

Oversight & Use of Information

Oversight – The plan will be implemented by the assessment team consisting of the Internship Coordinator (Cory Byers) and two faculty members (Jason Yu) and (Undrah Baasanjav). The department chair will oversee the assessment team to ensure timely collection, reporting and analysis of data.

Use of Information – Once a year, in the last faculty meeting of the academic year, in April, the data will be analyzed and reported to the entire faculty by the assessment team. A list of potential points of discussion will be prepared. Faculty will discuss the findings and make decisions regarding what needs to be changed or improved going forward in terms of curriculum and other other issues. A record of the discussion will be maintained for the Accreditation team along with details of the "action taken." Trends will also be analyzed in order to note the changes and anomalies. The data will be used both for the purposes of reporting for reaccreditation and for monitoring and change to the continuous improvement log within the annual reports due to the university.

Measures & Instruments

Intern Evaluation Form

Part 1: Please rate this intern's work with your organization for each performance category from one to five. These numerical ratings correspond to SIUE's grade scale as follows:

5 = excellent (A);   4 = good (B);   3 = satisfactory (C);   2 = poor (D);   1 = failure (F)

If you have not had the opportunity to observe the trait to be evaluated or if it is not applicable to the intern's responsibilities, please mark it "N.A."

Part 1 *(Everyday job skills)*

1. Accepts responsibility   _____
2. Ability to respond to supervisor's direction   _____
3. Is receptive to constructive criticism   _____
4. Seeks guidance when necessary   _____
5. Intern's interpersonal skills (with co-workers, supervisors, clients, etc.)   _____
6. Ability to adapt to your organization's environment and culture   _____
7. Demonstrates initiative   _____
8. Professional appearance   _____
9. Proficiency in oral communication   _____
10. Proficiency in written communication   _____
11. Punctuality and attendance   _____
12. General performance of assignments   _____

Intern's strengths and weaknesses; other comments: **(if necessary, use additional pages)**

Supervisor's signature and title _____Date:_____

Rubric for Internship Evaluation (Everyday Job Skills)

Student's Name: _____   Supervisor: _____

Criteria	Failure (1)	Poor (2)	Satisfactory (3)	Good (4)	Excellent (5)	Score (1-5)
Accepts responsibility	Cannot be relied on to perform job tasks	Can be relied on to perform job tasks some of the time	Can be relied on to perform job tasks most of the time	Can be relied on to perform job tasks nearly all times	Can be relied on to perform job tasks at all times	
Ability to respond to supervisor's direction	Is not responsive	Somewhat responsive	Consistently responsive	Consistently responsive	Always responsive	
Is receptive to constructive criticism	• Is not responsive • Does not accept constructive feedback	• Somewhat responsive • Attempts to accept constructive feedback	• Consistently responsive • Accepts constructive feedback	• Consistently responsive • Seeks constructive feedback	• Always responsive • Actively seeks out and applies constructive feedback	
Seeks guidance when necessary	Does not follow supervisor's direction	Attempts to accept supervisor's direction	Accepts supervisor's direction	Seeks supervisor's direction	Actively seeks out and applies supervisor's direction	
Intern's interpersonal skills (with co-workers, supervisors, clients, etc.)	• Does not display positive interactions with people in this setting. • Is unable to resolve conflict in a mature manner.	• Displays positive interactions with some people in this setting. • Attempts to resolve conflict in a mature manner.	• Displays positive interactions with others • Responds in a mature manner to resolve conflict	• Initiates positive interactions with others. • Responds in a mature manner to resolve conflict.	• Inspires positive interactions among others in the workplace • Responds in a mature manner to prevent or resolve conflict	
Ability to adapt to your organization's environment and culture	• Does not keep workspace and projects organized • Does not follow organizational policies and procedures	• Takes steps to keep workspace and projects organized • Attempts to follow organizational policies and procedures	• Keeps workspace and projects somewhat organized to meet personal workflow needs • Follows organizational policies and procedures most of the time	• Keeps workspace and projects well-organized to meet personal and organizational workflow needs • Follows organizational policies and procedures consistently	• Keeps workspace and projects well-organized and anticipates personal and organizational workflow needs • Always follows organizational policies and procedures	

Criteria	Failure (1)	Poor (2)	Satisfactory (3)	Good (4)	Excellent (5)	Score (1-5)
Demonstrates initiative	• Does not display motivation in interactions • Unwilling or unable to create solutions to problems when instructed	• Displays motivation in some interactions • Occasionally creates solutions to problems when instructed	• Displays motivation in most interactions • Creates solutions to problems when instructed	• Displays motivation in nearly all interactions • Creates solutions to problems with little instruction	• Displays motivation in all interactions • Creates solutions to problems with no instruction	
Profession Attitude, Appearance, and Action	• Does not conduct self in an acceptable manner • Does not reflect positively on the organization	• Conducts self in acceptable manner some of the time • Reflects positively on the organization at times	• Conducts self in expected professional manner • Reflects positively on the organization	• Conducts self in manner that brings praise from other employees • Reflects positively on the organization	• Conducts self in a professional manner that brings praise to the organization • Reflects positively on the organization	
Proficiency in oral communication	• Does not speak adequately • Does not use proper tone, eye contact, etc.	• Speaks adequately in a limited number of settings • Sometimes uses proper tone, eye contact, etc.	• Speaks adequately in a variety of settings • Adequately uses proper tone, eye contact, etc.	• Speaks proficiently in a variety of settings • Frequently uses proper tone, eye contact, etc.	• Speaks powerfully in a variety of settings • Always uses proper tone, eye contact, etc.	
Proficiency in written communication	• Word choice is repetitive, vague, or simplistic • Fails to use standard English	• Most word choice is repetitive or simplistic • Uses standard English most of the time but lapses into misuse	• Word choice is effective • Uses standard English; little or no distraction from message	• Word choice is effective and varied • Uses standard English	• Word choice is effective, vivid, and leaves a strong impression on the reader • Uses standard English	
Punctuality and attendance	Is late or absent four or more times during the internship	Is late or absent no more than three times during the internship	Is late or absent no more than twice during the internship	Is late or absent no more than once during the internship	Exhibits perfect attendance. Is continually on-time	
General performance of assignments	Does not meet expectations and goals set by supervisor and organization	Meets some expectations and goals set by supervisor and organization	Meets expectations and goals set by supervisor and organization	Sometimes exceeds expectations and goals set by supervisor and organization	Consistently exceeds expectations and goals set by supervisor and organization	

Score _____/60

Supervisor's Written Comments:

Part 2 : SIUE's MC Dept. educational objectives: please rate our intern on as many as are applicable.) Please rate the intern from "strongly agree" to "strongly disagree" (or Not Applicable to the work environment or internship) on each of the items that follow.

1=Strongly disagree (SD); 2=disagree (D); 3=neutral (N); 4=agree (A); 5 = Strongly agree (SA); NA= Not Applicable to the work environment or internship

	SD	D	N	A	SA	
1. Able to apply legal principles (such as libel, privacy, copyright) that pertain to the work environment.	1	2	3	4	5	NA
2. Demonstrates knowledge of the historical and contemporary contexts of the workplace environment.	1	2	3	4	5	NA
3. Shows an awareness of diverse audiences in the creation of communication content.	1	2	3	4	5	NA
4. Communicates effectively with people from diverse backgrounds and cultures.	1	2	3	4	5	NA
5. Able to prepare images and information using the theories and aesthetic principles.	1	2	3	4	5	NA
6. Demonstrates ethical behavior that is appropriate for the professional workplace.	1	2	3	4	5	NA
7. Shows the ability to think critically, creatively and independently in completing work assignments.	1	2	3	4	5	NA
8. Demonstrates the ability to engage in research and the evaluation of content that is consistent with the requirements of the workplace.	1	2	3	4	5	NA
9. Has the ability to write clearly and accurately using an appropriate style and format for specific audiences.	1	2	3	4	5	NA
10. Demonstrates the ability to critically evaluate his/her work and that of others for accuracy, fairness, clarity, appropriate style and grammatical correctness.	1	2	3	4	5	NA
11. Has the ability to use basic numerical and statistical concepts, as required by the work environment.	1	2	3	4	5	NA
12. Demonstrates the ability to use computer applications and equipment in the workplace.	1	2	3	4	5	NA

Portfolio Evaluation Form 1

Evaluator's Name:

Student's Name:

Please review this portfolio as you would for someone applying for an entry-level position at your company. Circle the appropriate number for each category below. Give as much feedback (in general or with regards to specific pieces) as you think necessary. Finally, assign a letter grade to the entire portfolio (highlighted below).

- **Resume**

  1   2   3   4   5

  unprofessional   *professional*

- **Organization**

  1   2   3   4   5

  unhelpful/unclear   clear/organized

- **Writing**

  1   2   3   4   5

  weak/cavalier   *professional/engaging*

- **Creativity/originality**

  1   2   3   4   5

  uncreative/unoriginal   *highly creative/original*

- **Application of knowledge**

  1   2   3   4   5

  conceptually weak   *conceptually sophisticated*

- **Demonstration of skills needed for entry-level employment**

  1   2   3   4   5

  insufficient   *more than sufficient*

Comments: Please use this section to give your written feedback to the student.

Rubric for Evaluation of Senior Portfolio Student's

Name: _____   Supervisor: _____

Criteria	Failure (1)	Poor (2)	Satisfactory (3)	Good (4)	Excellent (5)	Score (1-5)
Résumé	Missing more than one of the following: heading, objective, experience, or education No extra information given to enhance resume Formatting is very busy and inconsistent. Fonts distract from readability. Is full of errors in terms of spelling and grammar.	Missing one of the following: heading, objective, experience, or education No extra information given to enhance resume. Formatting is busy and inconsistent. Fonts distract from readability. Has quite a bit of spelling and grammar errors.	Heading, objective, skills, experience, and education covered with little detail Minimal extra information given to enhance resume Formatting is generally neat and consistent. No variation in fonts and/or point size. Has a few errors in terms of spelling and grammar.	Heading, objective, skills, experience, and education covered in some detail Extra information given to enhance resume Formatting is neat and consistent. Appropriate fonts and point size used. Is error free in terms of spelling and grammar.	Heading, objective, skills, experience, and education covered in detail Extra information given to enhance resume Formatting is very neat and consistent. Appropriate fonts and point size used with variety. Is error free in terms of spelling and grammar.	
Organization	The portfolio is unorganized and very difficult to navigate. Items included do not relate to the overall goal of the portfolio to showcase the student work.	The portfolio is unorganized. Most of the items included do not relate to the overall goal of the portfolio to showcase the student's work.	The portfolio is not well organized and is somewhat difficult to navigate. Some of the items included do not address the overall goal of the portfolio to showcase the student's work.	The portfolio is organized and is somewhat easy to navigate. Most of the items included address the overall goal of the portfolio to showcase the student's work.	The portfolio is very well organized and is easy to navigate. All the items included are focused on addressing the overall goal of the portfolio to showcase the student's work.	

Writing	Writing is unclear and very disorganized. Language choices are unclear and fail to support the effectiveness of the presentation. Language is not appropriate for the audience; ideas are not expressed clearly.	Writing is unclear and somewhat disorganized. Language choices are sometimes unclear and minimally support the effectiveness of the presentation. Language appropriateness is inconsistent. Expression of ideas is hindered.	Writing is clear but not well organized. Language choices are mundane and only partially support the effectiveness of the presentation and the expression of ideas.	Writing is clear and organized. Language choices are thoughtful and generally support the effectiveness of the presentation. Language is appropriate for the audience and helps express key ideas.	Writing is clear. logical and well organized. Language choices are imaginative, memorable, and compelling; choices enhance presentation effectiveness. Language is appropriate for the audience and all ideas are clearly expressed.	
Creativity & Originality	Project is sloppy and difficult to follow. Project includes many strange or purposeless elements.	Project does not work, and it is not interesting or unique. Project relies heavily on standard, mundane components of design.	Project is nice enough and works to convey information, but it is not interesting or unique. Project includes a few noticeably mundane components of design, i.e. tired tropes.	Project is interesting and unique. It is expressive. It conforms to appropriate norms while breaking from the mundane in some ways.	Project is quite interesting and unique. Not only is it expressive and balanced in keeping with and breaking from traditional tropes, it clearly expresses independent design thinking in an aesthetically pleasing way. It is exciting and fresh.	
Application of knowledge	Student demonstrates a lack of knowledge or a misinterpretation of media theories and cannot perform common professional practices.	Student demonstrates limited understanding of core media theories as evidenced by the work	Student work demonstrates adequate understanding of media theories and common professional practices.	Student shows good grasp of key media theories. Work shows adherence to professional norms.	Student excels in demonstrating an understanding of core media theories. Work shows professional proficiency to the point it would stand out among the work of other professionals	

Demonstration of skills needed for entry-level employment	Student does not demonstrate skills needed for entry level employment in the mass communication field	Student demonstrates some skills needed for entry level employment in the mass communication field, but on the whole is not yet ready for hire	Student demonstrates adequate skills needed for an entry level employment in mass communication. S/he could get hired but is not a standout.	Student's skills are more developed than those needed for entry level employment in the mass communication field	Student's skills exceed those needed for entry level employment in mass communication. Work demonstrates a strong likelihood of rapid career growth.	

Overall score for the portfolio   _____/30

Comments to the Portfolio Coordinator: Please use this section to give your written feedback to the Coordinator.
You can point to missing items such as resume, demo reel or other relevant times in the portfolio and/or raise other concerns.

Comments to the Student: Please use this section to give your written feedback to the student.

Portfolio Evaluation Form 2

Evaluator's Name:

Student's Name:

Please rate the student on a scale from "strongly agree" to "strongly disagree" on each of the items that follow.

1=Strongly disagree (SD); 2=disagree (D); 3=neutral (N); 4=agree (A); 5 = Strongly agree (SA)

1. **Understands Media Law**: Student's work demonstrates an understanding of principles and laws of freedom of speech and press, copyright, appropriation, libel, commercial speech and so on.
   Strongly Disagree   1   2   3   4   5   Strongly Agree

2. **Understands of Media & Comm History**: Evaluate whether their work shows evidence of an understanding of the importance of professional media institutions. Are they not only using terms related to "professional work," but also demonstrating that they understand the essentials of professional work including, but not limited to, the need to work both independently and in groups, the need to communicate clearly at all times with various levels of formality, and the need to carry oneself professionally in any and all performance tasks?

   Strongly Disagree   1   2   3   4   5   Strongly Agree

3. **Understands Diversity of People in The United States**: Student's work demonstrates an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in the U.S.

   Strongly Disagree   1   2   3   4   5   Strongly Agree

4. **Understands Diversity of Cultures**: Student's work demonstrates an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

   Strongly Disagree   1   2   3   4   5   Strongly Agree

5. **Understands Concepts and Theories**: Student's work demonstrates an understanding of concepts; student applies theories in the use and presentation of images and information.

   Strongly Disagree   1   2   3   4   5   Strongly Agree

6. **Understands Ethics:** Student's work demonstrates ethical principles and truth, accuracy, fairness and diversity.

   Strongly Disagree   1   2   3   4   5   Strongly Agree

7. **Critical and Creative Thinking:** Does the body of work presented to you appear as though the individual applied professional creative touches to the portfolio/resume website itself? Does the writing in each piece suggest that the student is thinking critically about the topic and related topics? Where the student worked independently on tasks, do they show the same or better levels of professionalism as opposed to her or his work on group tasks?

   Strongly Disagree   1   2   3   4   5   Strongly Agree

8. **Understands Research:** Student can conducts research and evaluate information from other sources.

   Strongly Disagree   1   2   3   4   5   Strongly Agree

9. **Writing and Communication**: Student can write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

   Strongly Disagree   1   2   3   4   5   Strongly Agree

10. **Critical Evaluation**: Student's work shows critical evaluation of their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

    Strongly Disagree   1   2   3   4   5   Strongly Agree

11. **Quantitative Literacy**: Student can apply basic numerical and statistical concepts.

    Strongly Disagree   1   2   3   4   5   Strongly Agree

12. **Tools and Technological Skills**: Student can apply current tools and technologies appropriate for the communications professions.

    Strongly Disagree   1   2   3   4   5   Strongly Agree

Alumni Survey

1.   Year of graduation _____

2.   What was your emphasis in the mass communications program?
      a.   Advertising
      b.   Television and Radio /Media Production
      c.   Journalism
      d.   Corporate and Institutional Media

3. How much would you say our program contributed to your development in the following areas?

      a.   Valuing truth, accuracy and fairness
          negligible   1   2   3   4   5   very much

      b.   Appreciating freedom of speech and press
          negligible   1   2   3   4   5   very much

      c.   Applying ethical ways of thinking
          negligible   1   2   3   4   5   very much

      d.   Knowing the history and roles of the media
          negligible   1   2   3   4   5   very much

      e.   Communicating with diverse audiences
          negligible   1   2   3   4   5   very much

      f.   Writing clearly and accurately
          negligible   1   2   3   4   5   very much

      g.   Speaking clearly and confidently
          negligible   1   2   3   4   5   very much

      h.   Using technology
          negligible   1   2   3   4   5   very much

      i.   Applying theories in the presentation of information and images
          negligible   1   2   3   4   5   very much

      j.   Conducting research and evaluating information
          negligible   1   2   3   4   5   very much

      k.   Using number and statistics
          negligible   1   2   3   4   5   very much

l. Being creative

negligible   1   2   3   4   5   very much

m. Thinking critically and independently

negligible   1   2   3   4   5   very much

4. Are you currently employed?
   a. Yes
   b. No, I am looking for work
   c. No, I am not looking for work (traveling, graduate school, etc.)

5. If yes, what type of employment are you currently in?
   a. Permanent position in desired field
   b. Temporary position in desired field
   c. Temporary position outside of desired field
   d. Paid Internship
   e. Unpaid Internship
   f. Freelance
   g. Other (Please specify)

6. If not employed, please select what best describes your current situation.
   a. Job hunting
   b. Traveling
   c. Graduate/law/medical school, etc.
   d. Preparing to attend graduate school
   e. Other (Please describe your current employment situation)

7. Where are you currently employed?
   a. In Illinois
   b. In Missouri
   c. Other U.S. State (Outside Illinois and Missouri)
   d. Outside U.S.

8. Please write your current place of employment. (Please specify) _____

9. What is your current job duty? Select all that apply.
   a. SM = social media
   b. CR = client relations
   c. RPTG = reporting
   d. MR = media relations
   e. WB = web development
   f. EV = event planning
   g. MKTG = marketing
   h. CON = writing and video content
   i. MED = media planning
   j. RES = market research
   k. GD = Graphic Design

l. PM = Project Management
m. ED = Editing
n. Other (Please specify)

10. What do you see among the following list as the most significant strengths of the mass communications program at Southern Illinois University Edwardsville. Check all that apply.
   a. Fellow students and classmates
   b. Facilities
   c. Courses
   d. Technology
   e. Campus media
   f. Faculty
   g. Research opportunity
   h. Resources for student development
   i. Internship program
   j. Other (please specify)

11. Did you participate in student media or school organization while at SIUE? Check all that apply)
   a. WSIE Radio
   b. Ad Club
   c. *Alestle*
   d. Other (please specify)

Senior Educational Experience Exit Survey

Your letter will assist the faculty in assessing how we're doing: For example, are the required courses in your professional option adequate to prepare you for entry-level work in your chosen field? Use this letter to compare your academic preparation to the entry-level requirements on the job at your internship. Also, tell us if certain courses and assignments were more helpful to your learning experience than others. Also comment on your experiences with your advisor regarding career information and help in selecting courses during pre-registration.

Also a major part of your learning experience is what YOU put into it, and we want to know your assessment of how <u>you did</u>. In retrospect, did you do <u>your</u> part in the learning process? How many hours per week (total) did you devote to going to class, completing assignments, reading and studying? Did you take advantage of the many extracurricular programs, organizations and events provided by the department to extend and expand your learning and skills, or were you burning rubber out of the parking lot the second classes were over?

This must be in a Word document, e-mailed to the coordinator. Your names will be taken off your letters, they will be combined into one large report to the faculty. Say what you feel: you will have complete anonymity.