

ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2018-2019)

CURRENT YEAR - AY 2016-2017 (Year 4)

UNIT	COLLEGE OF ARTS AND SCIENCES
Department (if applicable)	MASS MEDIA
Degree/Program	Bachelor of Arts
Prepared By:	
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Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to assessment@washburn.edu by **June 30** each year.

Use size 10 font.

SECTION I

2016-2017 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Our department had our first assessment meeting that I was a part of in Aug., 2016 at our annual faculty retreat. At that meeting, we combined two of our previous PLSOs into one and rewrote that one so that it was more specific according to Bloom's Taxonomy. The main reason for this was that these two were redundant and so we took the opportunity to fix that. Our department also had an end-of-the-semester meeting on May 17 this year to discuss and improve current assessment measures. At that meeting, we discovered that some assessment measures were missing for a few classes and so we have decided to work on fixing these throughout the summer. We have also planned a departmental retreat in August before school starts, where we will address the new measures and refine our assessment plan. At that time, I will also present the faculty with a revised assessment plan and an assessment form for each class that will streamline how our department collects assessment data. Along with this, we have decided to start collecting data on assessment for all classes taught in Mass Media every semester. We have realized that the more data we have, the more we can extrapolate findings from that data and improve our individual teaching as well as how our department fits within the learning outcomes for the College of Liberal Arts and for the university. Maria Stover and I have also decided to work on putting together an assessment training module on D2L to address the classes that are taught by adjuncts, since this group of instructors typically has no experience with assessment. We plan to have the module complete by next summer and start training our adjuncts before the fall semester of 2018.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Because this was my first year at Washburn, I do not have the assessment report from last year. I do have the one from the previous year and what I can say is that we are continuing to refine the PLSOs and to make sure that our assessment plan is streamlined and current.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text.*

<input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No
<p>The department met in Aug. 2017 at our annual faculty retreat. At that meeting, we combined two of our previous PLSOs (3 and 4) into one (3) and rewrote that one so that it was more specific. The main reason for this was that these two were redundant and so we took the opportunity to fix that. This means that we now have only 6 PLSOs instead of 7. The other changes we have discussed above will not take place until Aug. 2017, so they will not be mentioned here.</p>

2015-2016 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
We cannot provide commentary here because the department has a new chair and a new assessment liaison. We have not seen last year's report. What we know, however, is that the Assessment Committee did not have any major concerns with the way we do assessment. We plan to keep the practices that work and further refine the process.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test
<input type="checkbox"/> Yes (describe what and why below) <input checked="" type="checkbox"/> No

2014-2015 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
Faculty are becoming more comfortable with assessment and are more willing to collect data. I attended a conference that had assessment as a major component, so I am more able to work with faculty on what needs to be accomplished.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
We have updated our PSLOs to correspond with appropriate tasks according to Bloom's taxonomy.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?
<input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No
Reviewed PSLOs in light of suggestions from assessment committee.

2013-2014 Academic Year
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
The greatest accomplishment is that we did the assessment. For the second year, we have data from nearly every class. I am hoping to maintain this for next year and to maybe collect some things as the year goes along, rather than collect it all at the end.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or

completed. <i>Cell will expand to accommodate your text.</i>
The Mass Media Department had all good scores from last year's evaluation of the Assessment Report, so we have tried to maintain what we had and expand on what we didn't have, i.e. a few courses that we had not assessed last year. Just getting the faculty to commit to doing assessment has been a huge accomplishment. Our future work is to understand assessment more fully and to appreciate what it can do for our program.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?
<input checked="" type="checkbox"/> Yes (describe what and why below) <input type="checkbox"/> No
Minor changes to assessment measures.

SECTION II

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2016-2017 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.).
PSLO # <u>4</u> Critically evaluate questions, reflect on their meaning, compare multiple viewpoints and examine evidence to make an informed judgment.	Direct: <ol style="list-style-type: none"> Students in MM 100 will write an essay, as part of a series of assigned essays, where they will critically evaluate a social problem tied to media, develop a stance, and present evidence to back up any and all claims. Essays will be rated on a scale of 1 (needs improvement) – 5 (excellent). Students should at least score a 3 on this assignment. Students participating in MM 494 Internship will achieve rating of average or above, on 10 measures evaluated by the community 	<ol style="list-style-type: none"> MM 100: Intro to Mass Media Cumulative for 2016-2017: 203 students total 5-A: 127 – 63% 4-B: 36 – 17% 3-C: 5 – 3% 2-D: 2 – 1% 1-F: 33 – 16% All but one intern scored a rating of average or above on 	<ol style="list-style-type: none"> Results of the assessment are shared with students at the beginning of each semester. Students are encouraged to talk about how the data affect their course. Faculty share data at the beginning of each semester at a bi—yearly meeting. Data are also shared at the Mass Media banquet, which includes students, parents, and faculty. Data is also shared with current students, prospective students

	<p>organization supervisor.</p> <ol style="list-style-type: none"> 3. Students in MM 312, Digital Cinematography, will create a webpage displaying all cinematography exercises, assignments, and final projects from this course. The webpage will consist of both video sequences and still images that will be incorporated into their online portfolio. 4. Students in MM 319, Public Relations 1, will take a problem, or case, in the field and analyze it, its solutions, and then evaluate the effectiveness of the solutions to make an informed judgement on the problem/case. Students should score an 80% or higher on the assignment. 5. Students in MM 400, Media Literacy, will be able to critically evaluate problems in the media field, compare multiple viewpoints and examine evidence to make an informed judgement. Students will be evaluated on their final research papers. They should receive 75% or better score. 	<p>all 10 measures. One intern scored a rating of “below average” on two measures and 50% of interns scored excellent (two measures above average) in all 10 ratings.</p> <ol style="list-style-type: none"> 3. MM312 SPRING 2017 Enrolled: 13 Completed Assignment: 13 Incomplete: 0 4. MM 319 Fall 2016 15 students total A: 10 - 95% B: 5 - 5% C: 0 D: 0 F: 0 5. MM 400 Cumulative data: Enrolled: 24 Below 75% - 3 – 13% Below 80% - 1 – 4% Below 90% - 13 – 54% Above 90% - 7 – 29% 	<p>and parents, and alumni through the spring magazine, the Mass Media Messenger.</p> <ol style="list-style-type: none"> 2. See above. 3. See above. 4. See above. 5. See above.
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<p>PSLO # <u>5</u> Create original professional media projects for community organizations.</p>	<p>Direct:</p> <ol style="list-style-type: none"> 1. Students enrolled in MM 199, Bootcamp, will maintain a blog on a media topic. This exercise requires students to critically evaluate their topics, reflect on the issue, compare other points of view and examine sources of information to make decisions about what to include on their blogs. Student blogs will be evaluated using a rubric with 1 – needs improvement to 4 – excellent. 2. MM 202 will complete an original, substantial research project for a specific client. This project will demonstrate research that has been analyzed, synthesized, and presented using appropriate data visualization. Projects will be rated on a scale of 1 (needs improvement) – 5 (excellent). Students should at least score a 3 on their projects. 3. Students enrolled in MM 494 Internship, will receive a rating of Above Average or Excellent on three measures as rated by community supervisors. The three measures are 1. Can work independently, 2. Shows initiative and 3. Progress and contributions. 4. Students in MM 321 must create an original professional media project for an appropriate audience. They will be assessed on the final redesign project and must receive 75% or better on the redesign rubric. 5. Students in MM 319, Public Relations 1, will create an original and substantial project on 	<ol style="list-style-type: none"> 1. MM 199 Cumulative: Enrolled: 45 3 or higher: 33 – 73% Below 3: 12 – 27% 2. MM 202: Cumulative Enrolled: 32 5: A – 30 – 94% 4: B – 0 3: C – 0 2: D – 0 1: F – 2 – 6% 3. 3 measures to evaluate <ol style="list-style-type: none"> a. Can work independently: <ol style="list-style-type: none"> i. Excellent: 77% ii. Above Avg: 23% b. Shows initiative: <ol style="list-style-type: none"> i. Excellent: 54% ii. Above Avg: 23% iii. Below Avg: 8% c. Progress and Contributions: <ol style="list-style-type: none"> i. Excellent: 85% ii. Above Avg: 8% iii. Avg: 8% 4. MM 321: Cumulative Enrolled: 39 Below 75% - 4 - 10% Below 80% - 4 - 10% Below 90% - 13 - 37% Above 90% - 15 - 43% 5. MM 319: Enrolled: 15 5: A – 15 – 100% 4: B – 0 	<ol style="list-style-type: none"> 1. Results of the assessment are shared with students at the beginning of each semester. Students are encouraged to talk about how the data affect their course. Faculty share data at the beginning of each semester at a bi—yearly meeting. Data are also shared at the Mass Media banquet, which includes students, parents, and faculty. The data is also shared with current students, prospective students and parents, and alumni through the spring magazine, the Mass Media Messenger. 2. See above. 3. See above. 4. See above. 5. See above. 6. See above. 7. See above. 8. See above. 9. See above. 10. See above. 11. See above. 12. See above. 13. See above.
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	<p>behalf of a specific client. This 1 project will demonstrate research (preferably both secondary and primary research) that has been analyzed, synthesized, and presented using appropriate data visualization. Projects will be rated on a scale of 1 (needs improvement) – 5 (excellent). Students should at least score a 3 on their projects.</p> <p>6. Students enrolled in MM222, Cinematic Storytelling, will complete an original short screenplay for independent production. Students will score an average of “3” on a 1 – 5 scale, 5 being high.</p> <p>7. Students in MM 312, Digital Cinematography, will create a webpage to showcase a short film to demonstrate several projects. The webpage will be targeted to prospective Washburn University students.</p> <p>8. Students in MM 350, Film Editing, will edit a short film segment with state-of-the-art editing software. The film will be made available on the website vimeo.com to showcase their editing ability with non-linear and continuity style editing.</p> <p>9. Students in MM 372, Digital Film Editing 1, will produce as part of a production team, an original short film(5 minutes) which will be entered into student film competitions nationwide.</p> <p>10. Students in MM 414, Digital Filmmaking 2, will write, produce, edit and direct an original short film (10-12</p>	<p>3: C – 0 2: D – 0 1: F – 0</p> <p>6. This class was not taught this academic year.</p> <p>7. MM312 SPRING 2017 Enrolled: 13 Completed Assignment: 13 Incomplete: 0</p> <p>8. MM350 SPRING 2017 Enrolled: 10 Completed Assignment: 10 Incomplete: 0</p> <p>9. This class was not taught this academic year.</p> <p>10. MM414 SPRING 2017 Enrolled: 3 Completed Assignment: 3 Incomplete: 3</p>	
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	<p>minutes) with all protocols used in independent filmmaking. The final works will be screened in a public venue and entered into national student festival competitions.</p> <p>11. Students in MM 415 Promotions Writing will create an original media campaign on behalf of a specific client. The campaign may include components such as a creative brief, an ad, a press release, social media content, etc. Projects will be rated on a scale of 1 (needs improvement) – 5 (excellent). Students should at least score a 3 on their projects.</p> <p>12. Students in MM 431 Media Practicum will complete the annual Mass Media Messenger, which include ad sales, reporting, editing, page design, and page editing. Students will earn an overall participation score of 3 on a 5-point scale. (1 – needs improvement and 5 – excellent)</p> <p>13. Students in MM 499 Career Development and Digital Portfolio will be able to create original professional media projects for various audiences. Students will be evaluated on their final portfolios and on their public presentations. They should receive 75% or better score on both the portfolio and the public presentation.</p>	<p>11. MM 415: Spring 2017 Enrolled: 21 5: A – 20 – 95% 4: B – 1 – 5% 3: C – 0 2: D – 0 1: F – 0</p> <p>12. MM 431: Spring 2017 Enrolled:9 3 or higher: 7 – 77% Below 3: 2 – 23%</p> <p>13. MM 499: Cumulative Enrolled: 28 Below 75% - 4 – 14% Below 80% - 2 – 7% Below 90% - 10 – 36% Above 90% - 12 – 43%</p>	
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Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

We are committed to refining the measures, making the data meaningful as well as using the data to improve student learning. Our department also had an end-of-the-semester meeting on May 17 this year to discuss and improve current assessment measures. At that meeting, we discovered that some assessment measures

were missing for a few classes and so we have decided to work on fixing these throughout the summer. We have also planned a departmental retreat in August before school starts, where we will address the new measures and refine our assessment plan. At that time, I will also present the faculty with a revised assessment plan and an assessment form for each class that will streamline how our department collects assessment data. Along with this, we have decided to start collecting data on assessment for all classes taught in Mass Media every semester. We have realized that the more data we have, the more we can extrapolate findings from that data and improve our individual teaching as well as how our department fits within the learning outcomes for the College of Liberal Arts and for the university. Maria Stover and I have also decided to work on putting together an assessment training module on D2L to address the classes that are taught by adjuncts, since this group of instructors typically has no experience with assessment. We plan to have the module complete by next summer and start training our adjuncts before the fall semester of 2018.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

Results of the assessment are shared with students at the beginning of each semester. Students are encouraged to talk about how the data affect their course. Faculty share data at the beginning of each semester at a bi—yearly meeting. Data are also shared at the Mass Media banquet, which includes students, parents, and faculty. Beginning in 2017, the data will be shared with current students, prospective students and parents, and alumni through the spring magazine, the Mass Media Messenger.

2015-2016 Academic Year

Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
<p>PSLO #2 Describe and explain the increasingly changing media environment in terms of technological, regulatory, economic, legal, and societal trends.</p>	<ol style="list-style-type: none"> 1. Students in MM199 Bootcamp will demonstrate knowledge of the mass media environment on scores for personal blogs, which emphasize economic, legal and societal trends. Students should receive a rating of 3 on a scale of 1—needs improvement to 4 –excellent. 2. Students will receive at least 34% on Section 3 of first test in MM300 Mass Media Law. 3. Students will demonstrate knowledge of the effects of the media on regulatory, economic and societal trends in MM400 Media Literacy. This will be shown by a rubric measuring scores on the first test with scores of 1 -- needs improvement to 5—excellent. 	<ol style="list-style-type: none"> 1. 77 percent of students produced a media blog that rated at least a 3 on a 4-point scale. The average was 3.31. Fifty percent earned a perfect 4 and 18% scored lower than a 3. 2. 68% of the MM Law students scored 3 or better on the first test. This equates to scoring 34% or above. 3. Students in Media Literacy scored an average of 2.5 on media effects. 	<ol style="list-style-type: none"> 1. MM199 has a team approach between professors to share assessment results for Bootcamp, as the class is taught by 2 to 3 different instructors. Instuctors discuss previous assessment date with students at the beginning of each semester. Results are also shared at by-yearly faculty retreats. 2. Results of the assessment are shared with students at the beginning of each semester. Students are encouraged to talk about how the data affect their course. Faculty share data at the beginning of each semester at a bi—yearly meeting. Data are also shared at the Mass Media banquet, which includes students, parents, and faculty. Beginning in 2017, the data will be shared with current students,

	<p>4. Students in MM420 Public Relations II will demonstrate knowledge in this area on Assignment 12, which asks students to research a current topic and the PR associated with it.</p>	<p>4. Students scored an average of 2.9 on researching a current topic. 13 out of 20 students scored 3 or above.</p>	<p>prospective students and parents, and alumni through the spring magazine, the Mass Media Messenger.</p> <p>3. See above 4. See above</p>
<p>PSLO #3 Demonstrate the ability to organize appropriate information and analyze its use for various audiences.</p>	<p>Direct:</p> <p>1. Students in MM202 Creative Media Writing will produce a writing sample the first week of class and the last week of class. A majority of students will be at target level of 3 or higher on the final sample.</p> <p>2. Students in the MM319 Public Relations sequence must hit the target area (3.4 on a 1-5 target in using appropriate information for a particular audience, 1—needs improvement, 5-excellent) in Public Relations I and MM420 Public Relations II.</p> <p>3. Students in MM422 Editing will produce a design with the idea of communicating to a diverse audience. Each student should score at least a 3 on this assignment, on a scale of 1—needs improvement to 5—excellent.</p>	<p>1. In Fall 2015, on the first day story students scored an average of 1.625. None scored above the target level of 3. On the final day story, students scored an average of 3.25. by the final story, 82% of the students reached the target level of 3. Spring 2016, first story, students scored an average of 1.75, none at target. For the final story, the average was 3.0, with 64% reaching the target of 3.</p> <p>2. Students in PR I hit the target of 3.5. Students in PR II scored 3.75.</p> <p>3. 68 percent of Editing students scored a 3 or better. The average was 3.44.</p>	<p>1. Results of the assessment are shared with students at the beginning of each semester. Students are encouraged to talk about how the data affect their course. Faculty share data at the beginning of each semester at a bi—yearly meeting. Data are also shared at the Mass Media banquet, which includes students, parents, and faculty. Beginning in 2017, the data will be shared with current students, prospective students and parents, and alumni through the spring magazine, the Mass Media Messenger.</p> <p>2. See above 3. See above 4. See above 5. See above 6. See above</p>

	<p>4. Students in MM403 Journalism II will produce at least 10 stories throughout the semester. Students should have at least two of these assignments successfully published in the Washburn Review, Kaw Yearbook or the Mass Media Messenger.</p> <p>5. Students in the Advertising sequence must recognize audience characteristics and determine use of appropriate information for particular audiences in MM352 Advertising. Students will be scored on a rubric with 1—need improvement to 5—excellent.</p> <p>6. Students in MM212 Digital Filmmaking I must be able to write and film a media story, which measures their ability to locate, select and use information to communicate to diverse audiences. Students will score an average of 3 (1-5 point scale, 5 is high).</p>	<p>4. 100 percent of students in MM403 Journalism 2 produced at least 10 stories throughout the semester.</p> <p>5. Students in advertising scored an average of 4.12 in determining appropriate information for a particular audience.</p> <p>6. 6 out of 10 students scored 3 or better in their ability to communication to diverse audiences. The average was 3.42.</p>	
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Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

2014-2015 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLO analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, and stakeholders.

<p>PSLO # <u>1</u> Students will be able to recall and list important historical developments of media in American society.</p>	<p>Direct:</p> <ol style="list-style-type: none"> 1. Students in all MM100 courses must score at least 75% on test 1 covering historical development of mass media. 2. Students must score at least 17.5 out of 25 points on quizzes in MM300 Mass Media Law. Quizzes cover historical court cases and precedents for media law, especially those pertaining to the first amendment that guarantees freedom of the press. 3. Students must recognize names and accomplishments of prominent advertising historical figures in Public Relations as shown on the first test in MM319 Public Relations I (3 or better score on a 5 point scale). 4. Students must recognize names and accomplishments of prominent advertising historical figures in Advertising as shown on the first test in MM352, Advertising I. 5. Students must be able to understand (or recognize) the evolution of film genres and various filmmaking practices in MM405 The Documentary Film. This will be assessed on the first test, part 1, using a rubric with scores, ranging from 1-5. 6. Students will research and write a 10-page analytical paper incorporating an annotated bibliography on the historical development of a mass media concept in MM400 Media Literacy. This will be scored using a rubric from 1-poor conception of historical development to 5-excellent conception of history development. 	<ol style="list-style-type: none"> 1. Students in MM100 scored 98% on test 1 covering historical development of mass media. 2. 68% of students scored at least 17.5 on quizzes. 3. 45% of the students scored 3 or better on test 1. The average was 2.58. 4. Students scored an average of 3.05 on this section of test 1. 5. 80% of students demonstrated knowledge of the historical development of documentary cinema in American society. 60% of students received a B or better (average: 94%) for the final in-class exercise in which they discussed various approaches adopted by documentary filmmakers since the 1920s. 6. 58% of the students scored 3 or better on the assignment. The average score was 2.75. 	<ol style="list-style-type: none"> 1. This continues to be reviewed by mass media faculty. We will be working with adjuncts to more accurately assess this objective. Results will be shared with faculty at a faculty retreat. Students in Intro to Mass Media courses will be informed of the data and the need for assessment. 2. This assessment tool will be reevaluated as there is a new adjunct instructor for this course and his measurements will be different in the future. Scores will be shared with faculty and with students through the Intro to Mass Media courses. 3. This score is low so faculty will be reviewing ways to improve results. This will be discussed at a faculty retreat scheduled before school starts in the fall. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 4. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 5. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 6. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.
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<p>PSLO # <u>6</u> Students will be able to create original professional media projects for community organizations.</p>	<p>Direct: 1. Students in MM431 Creative Media Practicum provided the poster and program cover for a Washburn event. Each student will produce an appropriate poster on a scale of 1—needs improvement to 4—excellent. The winner is chosen from those whose posters rate a 4. 2. Students in MM420 Public Relations II will plan public relations campaign for community organizations. Students were scored on a rubric 1—needs improvement to 4—excellent. 3. Students will produce an alumni magazine, “The Mass Media Messenger” in MM431 Creative Media Practicum. They will sell advertising to community organizations to pay for publication of the magazine.3.</p>	<p>1. 75% of the students scored a 3 or 4 on the poster program and assignment. Average score was 3.38. 2. 99% of the students in MM420 were able to plan and present a public relations campaign to a community organization and scored a 3 or 4. This year’s organizations were The Exchange food bank and the Topeka Metro Bike Rideshare program. 3. 100% of students contributed a satisfactory level of 3 or greater. \$1,025 of advertising was sold for the Mass Media Messenger.</p>	<p>1. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 2. Results of the presentation are shared with the students in the course and with the department faculty. The PR plan and the class’s participation was covered in the Washburn Review newspaper. Results will be discussed in next year’s courses and with students in other PR courses. Results are also shared at faculty retreats scheduled before school starts each semester. 3. The work students complete goes on the online portfolios, which all faculty review as part of courses. Alumni receive a copy of the magazine, and share feedback each year with us through Facebook, emails, phone calls or as they see us in the community.</p>
	<p>Indirect: Students will evaluate their experiences in the internship program on 10 quantitative measures. 90% of the students will agree with the statements (i.e. Did your course work prepare you for the internship experience, did you achieve your goals and objectives, did assignments provide sufficient challenge for you?)</p>	<p>89% of the students agreed with the statement listed. Students requested more help with strategic thinking for social media and more experience with video editing software. They felt the writing classes and upper division emphasis classes prepared them for what were good experiences.</p>	<p>The internship is a key part of the Mass Media curriculum. As such, we are extremely interested in the data provided by students on their experiences. These are shared at the bi-annual faculty retreat and are shared generally with students in the Mass Media Messenger alumni magazine.</p>
<p>PSLO # <u>7</u> Students will be able to plan and produce information campaigns that meet specific organizational needs.</p>	<p>Direct: 1. Students in MM420 Public Relations II will plan Mass Media Banquet. Students set target number of attendees and work on plan to meet or exceed that number. Students conduct post-banquet evaluation. 2. Students in MM420 Public Relations II will plan public relations campaign for community organization. The community organization representatives will score</p>	<p>1. 99% of students in MM420 planned the Mass Media Banquet. The students set a goal of 100 people and sold 112 tickets. Students collected data for the banquet evaluation at the event and analyzed the data after the event. Evaluations were favorable, receiving between 4.52 and 3.7 (1 is poor, 5 is excellent) on eight</p>	<p>1. Results of the presentation are shared with the students in the course and with the department faculty. The PR plan and the class’s participation was covered in the Washburn Review newspaper. Results will be discussed in next year’s courses and with students in other PR courses. Results are also shared at faculty retreats scheduled before school starts each semester. 2. Results of the presentation are shared with</p>

	<p>students on 1—needs improvement to 4—excellent.</p> <p>3. Students in MM422 Editing will be able to serve a shift on the copy desk of the Washburn Review newspaper. Students will spend at least two hours copy editing pages and working with the student editors on a production night. Students will be ranked 1 to 4 with 1—needs improvement to 4—excellent.</p> <p>4. Students in MM321 Visual Communications will work with a community partner to complete a brochure. Students were scored on a 3-point scale with these descriptions of work: 1--unacceptable work; 2--average work; or 3--work exceeded expectations.</p> <p>5. Students in MM 352 Advertising I will provide a successful campaign for community advertisers. A panel of community representatives from the advertising field will judge student projects. Students will be scored 1—needs improvement to 4—excellent.</p> <p>6. Students in MM432 Advertising II will provide a successful campaign for a community advertiser. A panel of advertising executives in the field will judge success. Students will achieve or exceed target level as evaluated by the advertising executives.</p>	<p>measures, including publicity, theme, decorations, program, entertainment and food.</p> <p>2. The Metro Rideshare program directors scored the students on the public relations plan for the Rideshare program. The students received a 4 on their presentation, a 4 on the research, and a 4 on the special event that drew more than 78 people. The students and faculty adviser in charge of The Exchange Food Bank scored the students on their public relations plan for the food bank. They received a 3 on the presentations, a 4 on the research and a 4 on the special event which raised 278 cans of food and \$76.</p> <p>3. 74% of students scored a 3 or better on this assignment. The average was 3.78.</p> <p>4. 100% of students scored a 3 or better on this assignment. The average was 3.78.</p> <p>5. Students presented advertising campaigns to a panel of judges On a scale of 1 to 4 (1 needs improvement, 4 is excellent), the students scored: group 1 – 3.3 group 2 – 3.4 group 3 – 3.8 group 4 – 3.2 group 5 – 3.0</p> <p>6. 60% of the students scored 3 or above (4 is excellent, 1 needs improvement) as judged by a the first advertiser, Gage Bowl. 90% of the students scored 3 or better as judged by the second advertiser, JL</p>	<p>the students in the course and with the department faculty. Results will be discussed in next year’s courses and with students in other PR courses.</p> <p>Results are also shared at faculty retreats scheduled before school starts each semester.</p> <p>3. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>4. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>5. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>6. Results are discussed with students and compared with results from community judges. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>Results are shared with students (on a general basis) and are shared with the students planning the banquet next year. Results are also shared with faculty at the annual retreats and at meetings before the banquet.</p> <p>Results are shared with students (on a general basis) and are shared with the students planning next year’s events. Results are also shared with</p>
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		Enterprises.	faculty at the annual retreats and at meetings before the banquet.
	<p>Indirect:</p> <p>1. Indirect: Students will evaluate their participation in the Mass Media Banquet.</p> <p>Students scored their participation in the public relations special events.</p>	<p>1. Students felt they had planned a good event, with a good theme. The program was too long and the music did not work well.</p> <p>Students wrote reflection papers on the events. Both groups, Bike Rideshare and The Exchange food bank, felt they had conducted successful events, raising awareness for each group and drawing a wide range of both WU and community people. Students were proud of their involvement and pleased with results.</p>	

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Faculty continue to discuss ways to address assessment and ways to make the data meaningful.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

Students are informed about assessment data in beginning classes and in the Mass Media Messenger.

2013-2014 Academic Year

Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLO analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, and stakeholders.
<p>PSLO # <u>1</u></p> <p>Students will be able to recall and list important historical developments of media in American society.</p>	<p>Direct:</p> <p>1. Students in all MM100 courses must score at least 75% on test 1 covering historical development of mass media.</p> <p>2. Students must score at least 34 percent on Section I of the first test in MM300, Mass Media Law. This section discusses historical court cases and precedents for media law, especially those pertaining to the first amendment that guarantees</p>	<p>1. Students scored an average of 78.89% on test 1 in MM100 courses.</p> <p>2. Students scored an average of 79.11% on Section 1 of Test 1.</p> <p>3. 73% of the students were able to recognize prominent historical figures in PR. 39% scored 5</p>	<p>1. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>2. Faculty will be addressing this assessment measure as the threshold seems too low. Results will be discussed in the Fall 2014 MM retreat.</p>

	<p>freedom of the press.</p> <p>3. Students must recognize names and accomplishments of prominent advertising historical figures in Public Relations as shown on the first test in MM319 Public Relations I (3 or better score on a 5 point scale).</p> <p>4. Students must recognize names and accomplishments of prominent advertising historical figures in Advertising as shown on the first test in MM352, Advertising I.</p> <p>5. Students must be able to understand (or recognize) the evolution of film genres and various filmmaking practices in MM405 The Documentary Film. This will be assessed on the first test, part 1, using a rubric with scores, ranging from 1-5.</p> <p>6. Students will research and write a 10-page analytical paper incorporating an annotated bibliography on the historical development of a mass media concept in MM400 Media Literacy. This will be scored using a rubric from 1-poor conception of historical development to 5-excellent conception of history development.</p>	<p>17% scored 4 17% scored 3 27% scored 2</p> <p>4. 67% of the students were able to recognize prominent historical figures in Advertising. 25% scored 5 42% scored 4 0% scored 3 25% scored 2 8% scored 1</p> <p>5. 80% of students demonstrated knowledge of the historical development of documentary cinema in American society. 70% of students received a B or better (average: 94%) for the final in-class exercise in which they discussed various approaches adopted by documentary filmmakers since the 1920s.</p> <p>6. 63% of the students in MM400 scored 4 or 5 on excellent to good concept of the historical development of a mass media concept.</p>	<p>3. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>4. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>5. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>6. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p>
<p>PSLO # 2 Students will be able to describe and explain the increasingly changing media environment in terms of technological, regulatory, economic, legal, and societal trends.</p>	<p>Direct:</p> <p>1. Students in MM199 Bootcamp will demonstrate knowledge of the mass media environment on scores for personal blogs, which emphasize economic, legal and societal trends. Students should receive a rating of 3 on a scale of 1—needs improvement to 4 –excellent.</p> <p>2. Students will receive at least 34% on Section 3 of first test in MM300 Mass Media Law. This test measures student knowledge of legal precedents that affect the areas of Mass Media.</p> <p>3. Students will demonstrate knowledge of the effects of the media on regulatory,</p>	<p>1. 94 percent of students produced a media blog that rated at least a 3 on a 4-point scale. The average was 3.16. Twenty-two percent earned a 4 and only 6 percent scored lower.</p> <p>2. Students scored an average of 75% on Section 3 of Test 1 in MM Law.</p> <p>3. 76% of the students in MM400 were able to demonstrate knowledge of the effects of the media with scores of 3 to 5. 24% of the students were not able to demonstrate knowledge of media effects.</p>	<p>1. Faculty teaching this course meet monthly to discuss student progress and address concerns. Faculty in advanced courses continue to emphasize personal blogs, so this is discussed at the bi-annual faculty retreats.</p> <p>2 Faculty will be addressing this assessment measure as the threshold seems too low. Results will be discussed in the Fall 2014 MM retreat.</p> <p>3. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p>

	<p>economic and societal trends in MM400 Media Literacy. This will be shown by a rubric measuring scores on the first test with scores of 1 -- needs improvement to 5—excellent.</p> <p>4. Students in MM420 Public Relations II will demonstrate knowledge in this area on Assignment 12, which asks students to research a current topic and the PR associated with it. Topics for 2013 were bus ridership and affordable day care.</p>	<p>4. 100% of the students were able to research a current topic and the PR associated with it. This year’s topic was theater programming in Topeka.</p>	<p>4. Students presented their research at a Board Meeting of the Topeka Jayhawk Theater in conjunction with a PR plan for the theater. The board is made up of business and community leaders in Topeka. Results were also shared with students in the Washburn Review.</p>																																				
<p>PSLO # 3 Students will be able to demonstrate the ability to organize appropriate information and analyze its use for various audiences.</p>	<p>Direct:</p> <p>1. Students in MM202 Creative Media Writing will produce a writing sample the first week of class and the last week of class. A majority of students will be at target level of 3 or higher on the final sample.</p> <p>2. Students in the MM319 Public Relations sequence must hit the target area (3.4 on a 1-5 target in using appropriate information for a particular audience, 1—needs improvement, 5-excellent) in Public Relations I and MM420 Public Relations II.</p> <p>3. Students in MM422 Editing will design a newspaper page with thought given to grammar, Associated Press Style, headline writing, cutline writing, page design and news judgment, with the idea of communicating to a diverse audience. Each student should score at least a 3 on this assignment, on a scale of 1—needs improvement to 5—excellent.</p> <p>4. Students in MM403 Journalism II will produce at least 10 stories throughout the semester. Students should have at least two of these assignments successfully published in the Washburn Review, Kaw Yearbook or the Mass Media Messenger.</p> <p>5. Students in the Advertising sequence must recognize audience characteristics</p>	<table border="1" data-bbox="982 483 1373 954"> <tr> <td>1st story</td> <td></td> <td></td> </tr> <tr> <td>Total #1</td> <td>16</td> <td>36%</td> </tr> <tr> <td>Total #2</td> <td>24</td> <td>53%</td> </tr> <tr> <td>Total #3</td> <td>4</td> <td>9%</td> </tr> <tr> <td>Total #4</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Students</td> <td>45</td> <td></td> </tr> <tr> <td>Final story</td> <td></td> <td></td> </tr> <tr> <td>Total #1</td> <td>4</td> <td>9%</td> </tr> <tr> <td>Total #2</td> <td>11</td> <td>24%</td> </tr> <tr> <td>Total #3</td> <td>13</td> <td>29%</td> </tr> <tr> <td>Total #4</td> <td>16</td> <td>36%</td> </tr> <tr> <td>Students</td> <td>45</td> <td></td> </tr> </table> <p>These data show a marked improvement in the ability to write an appropriate media story. The first day of class only 9% of the students could do this. By the final class, 65% of the students were able to produce a media story that scored a 3 or 4.</p> <p>2. Students in the MM319, PR I class received an average of 3.35 in using appropriate information for a particular audience. Students in MM420, PR 2 class, received an average of 4.6 using appropriate information for a particular</p>	1 st story			Total #1	16	36%	Total #2	24	53%	Total #3	4	9%	Total #4	0	0%	Students	45		Final story			Total #1	4	9%	Total #2	11	24%	Total #3	13	29%	Total #4	16	36%	Students	45		<p>1. Students were informed of the results at the final class period. Results are also shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>2. The data suggest appropriate improvement from the first to the final PR class. Students were informed of the results at the final class period. Results are also shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>3. Students discuss in class which designs work best and why. Examples are also posted in the computer lab used by many Mass Media classes. Other classes discuss the designs and decide which designs would be most appropriate for the audience.</p> <p>4. The results of the assessment were shared with students in the class. Results are also shared at faculty retreats scheduled before school starts each semester</p> <p>5. The results of the assessment were shared with students in the class. Results are also shared at faculty retreats scheduled before school starts each semester. Results will also be</p>
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	<p>and determine use of appropriate information for particular audiences in MM352 Advertising 1. Students will be scored on a rubric with 1—need improvement to 5—excellent.</p> <p>6. Students in MM212 Digital Filmmaking I must be able to write and film a media story, which measures their ability to locate, select and use information to communicate to diverse audiences. Students will score an average of 3 (1-5 point scale, 5 is high).</p>	<p>audience.</p> <p>3. 100 percent of students scored a 3 or better. The average was 3.41.</p> <p>4. All 10 students had at least two things published in Bod Magazine, Messenger, Kaw, Review or online. Only about half of students published 5-8 stories. (Note: MM403 was not taught this year, data are from MM431.)</p> <p>5. 75% of the students in MM352 were able to recognize audience characteristics and determine appropriate information. The average for the class was 3.7.</p> <p>6. 82% of students were able to utilize cameras and editing software to research, organize, and communicate information to various audiences by producing short videos. On the final video project, 73% of students received a C or better (average: 78.25%).</p>	<p>shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>6. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p>
<p>PSLO # 4 Students will be able to use technology to research, compare and organize information for an appropriate audience.</p>	<p>Direct:</p> <p>1. Students in MM199 Bootcamp will appropriate embed video and produce podcasts on personal blogs. 90 percent of students will receive a score of 75 or above.</p> <p>2. Students participating in MM494 Internship will achieve rating of average or above, on 10 measures evaluated by the community organization supervisor.</p> <p>3. Students in MM424 Advanced Media Lab will produce projects using technology to communicate information. All students will receive 80 percent or better on final projects.</p> <p>4. Students in MM212 Digital Filmmaking I will use technology to produce a short film. Students will be scored on a rubric</p>	<p>1. 94% of students produced a media blog that rated at least a 3 on a 4-point scale. The average was 3.16. Twenty-two percent earned a 4 and only 6% scored lower.cc</p> <p>2. 93% of the students scored average, above average or excellent on 10 measures such as “Is dependable,” “is creative/innovative,” “meets deadlines,” etc.</p> <p>3. 100% of the students in this class were able to propose, plan, research, and execute a significant media project using technology. 50% of the students completed business-related commercial website projects,</p>	<p>1. Annual work sessions are held to review material and update reading lists. Students are put in blog groups and are responsible for reading and providing constructive feedback to group members.</p> <p>2. Our community organizations that use our interns are extremely important to the Mass Media Department. We visit with all organizational supervisors at least twice per year in addition to these written comments. We take careful note of their comments. These are discussed at length at our bi-annual faculty retreats.</p> <p>3. Students are required to make a final presentation of their work at the end of each semester. Faculty attend these presentations to see the student’s work and offer oral or written</p>

	<p>from 1—needs improvement to 4—excellent.</p> <p>5. Students in MM312, Digital Cinematography, will create an electronic display of all cinematography exercises, assignments and final projects from this course. The display may be a website or any type of online access with playback functions. The display will consist of video segments and lighting exercises that will be incorporated into their online portfolio.</p> <p>6. Students in MM350 Film Editing and Theory will produce a film using technology skills taught in the course.</p> <p>7. Students in MM202 Creative Media Writing will produce a podcast for specific audiences. Students will be scored 1—needs improvement to 4—excellent.</p> <p>8. Students in MM403 Journalism II will use technology to produce a story for a web audience and will upload the story to a webpage. Students will be scored on a rubric 1—needs improvement to 4—excellent.</p>	<p>30% completed promotional or product-based materials, and 20% completed stand alone video or motion media projects for marketable use.</p> <p>4. 82% of students were able to utilize cameras and editing software to research, organize, and communicate information to various audiences by producing short videos. On the final video project, 73% of students received a C or better (average: 78.25%).</p> <p>5. Twelve students participated in the class. All of them created an electronic display of their work. Of these students, 80% of them were able to display all of the lighting exercises as required.</p> <p>6. 100% of the students in this class were able to breakdown the script, organize and edit video clips, sound, music, and sound effects into a viable and coherent 20 minute film.</p> <p>7. 73.5% of the students were able to produce a podcast. The average score was 3.03.</p> <p>8. MM403 was not taught this year. MM199 was used for this. Students in MM199 created topic-specific blogs, with weekly posts. 94 percent of students produced a media blog that rated at least a 3 on a 4-point scale. The average was 3.16. Twenty-two percent earned a 4 and only 6 percent scored lower.</p>	<p>feedback to the students. 50% of the department’s faculty participated in this activity. Students in the course also provide feedback on the projects. 90% of the students’ work is available on the web with many students linking their client-based or individual activity to online portfolios. Information is shared with faculty at the bi-annual retreat.</p> <p>4. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>5. Media professionals have opportunities to view student’s online work and provide feedback to the students. Faculty may do this as well in any class. Further, students who are successful in implementing their own online presence with demonstrations of their work become examples for other students in the program.</p> <p>6. The results of the assessment were shared with students in the class. Results are also shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>7. Podcasts were shared with the Director of Admission (podcasts discussed each student’s decision to come to Washburn).</p> <p>8. Annual work sessions are held with faculty to review material and update reading lists. Students are put in blog groups and are responsible for reading and providing constructive feedback to group members. Results are also shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the</p>
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			year publication of the Mass Media Department.
<p>PSLO # <u>5</u> Students will be able to critically evaluate questions, reflect on their meaning, compare multiple viewpoints and examine evidence to make an informed judgment.</p>	<p>Direct: 1. Students enrolled in MM199 Bootcamp will maintain a blog on a media topic. This exercise requires students to critically evaluate their topics, reflect on the issue, compare other points of view and examine sources of information to make decisions about what to include on their blogs. Student blogs will be evaluated using a rubric with 1—needs improvement to 4—excellent. 2. Student enrolled in MM400 Media Literacy will write four critical thinking exercises in response to a theory-related question. Students will meet the benchmark of a score of 2.5 out of 4. 3. Students enrolled in MM494 Internship, will receive a rating of Above Average or Excellent on three measures as rated by community supervisors. The three measures are 1. Can work independently, 2. Shows initiative and 3. Progress and contributions. 4. Students in MM319 Public Relations I will determine a new tradition for Washburn. Students research current traditions, decide appropriate possibilities and provide all information necessary to establish a new tradition. Students will be scored on a rubric with 1—needs improvement to 4—excellent. 5. Students in MM420 Public Relations II will provide a Public Relations plan to a community organization and will be scored on a rubric assessing PR plan and its value to the organization. The rubric will be 1—needs improvement to 4—excellent. 6. Students in MM422 Editing will be able to identify and correct context, grammar</p>	<ol style="list-style-type: none"> 1. 94 percent of students produced a media blog that rated at least a 3 on a 4-point scale. The average was 3.16. Twenty-two percent earned a 4 and only 6 percent scored lower. 2. 100% of the students scored 2.5 or better on critical thinking exercises. 3. 80% of the students received a rating of above average or excellent on these three measures as rated by community supervisors. 13% received a rating of average. 4. 55% of the students scored 3 or 4 on the new tradition. The average was 2.77. 5. 100 % of the students scored a 4 on the public relations plan presented to the Jayhawk Theater Board of Directors. At least two of the students’ suggestions are being adopted by the Board. 6. 100 percent of students scored a 3 or better. The average was 3.44. 	<ol style="list-style-type: none"> 1. Annual work sessions are held with faculty to review material and update reading lists. Students are put in blog groups and are responsible for reading and providing constructive feedback to group members. Results are also shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 2. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 3. Our community organizations that use our interns are extremely important to the Mass Media Department. We visit with all organizational supervisors at least twice per year in addition to these written comments. We take careful note of their comments. These are discussed at length at our bi-annual faculty retreats. 4. Results of the presentation are shared with the students in the course and with the department faculty. Results will be discussed with students in next year’s PR courses also. Faculty discuss all assessment data at the bi-annual faculty retreat. 5. Results of the presentation are shared with the students in the course and with the department faculty. The PR plan and the class’s participation was covered in the Washburn Review newspaper. Results will be discussed in next year’s courses and with students in other PR courses. 6. Students critique each other’s work in this

	and style rules in a variety of content styles during a specified amount of time. Students should be able to identify and correct 80 percent of errors in a specified amount of time on an in-class editing assignment. They will be ranked on a scale of 1-4 with 1—needs improvement to 4—excellent.		class. Results are shared with the faculty and the bi-annual retreat.
<p>PSLO # <u>6</u> Students will be able to create original professional media projects for community organizations.</p>	<p>Direct: 1. Students in MM321 Visual Communications provided the poster and program cover for a Washburn event. Each student will produce an appropriate poster on a scale of 1—needs improvement to 4—excellent. The winner is chosen from those whose posters rate a 4.</p> <p>2. Students in MM420 Public Relations II will plan public relations campaign for community organizations. Students were scored on a rubric 1—needs improvement to 4—excellent.</p> <p>3. Students will produce an alumni magazine, “The Mass Media Messenger” in MM431 Creative Media Practicum. They will sell advertising to community organizations to pay for publication of the magazine.</p>	<p>1. 63% of the students scored a 4 or 5 on the poster and program assignment.</p> <p>2. 100% of the students in MM420 were able to plan and present a public relations campaign to a community organization and scored a 3 or 4. This year’s organization was the Jayhawk Theater.</p> <p>3. 100% of students contributed at a satisfactory level of 3 or greater. 100% of students earned 3 on this assignment.</p>	<p>1. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.</p> <p>2. Results of the presentation are shared with the students in the course and with the department faculty. The PR plan and the class’s participation was covered in the Washburn Review newspaper. Results will be discussed in next year’s courses and with students in other PR courses. Results are also shared at faculty retreats scheduled before school starts each semester.</p> <p>3. The work students complete goes on the online portfolios, which all faculty review as part of courses. Alumni receive a copy of the magazine, and share feedback each year with us through Facebook, emails, phone calls or as they see us in the community.</p>
	<p>Indirect: Students will evaluate their experiences in the internship program on 10 quantitative measures. 90% of the students will agree with the statements (i.e. Did your course work prepare you for the internship experience, did you achieve your goals and objectives, did assignments provide sufficient challenge for you?)</p>	<p>90% of the students did agree with the 10 quantitative measures. Several students mentioned the need to learn more software in courses they were taking.</p>	<p>The internship is a key part of the Mass Media curriculum. As such, we are extremely interested in the data provided by students on their experiences. These are shared at the bi-annual faculty retreat and are shared generally with students in the Mass Media Messenger alumni magazine.</p>
<p>PSLO # <u>7</u> Students will be able to</p>	<p>1. Students in MM420 Public Relations II will plan Mass Media Banquet. Students set target number of attendees and work on</p>	<p>1. 100% of students in MM420 planned the Mass Media Banquet. The students set a goal of 100</p>	<p>1. Results of the presentation are shared with the students in the course and with the department faculty. The PR plan and the class’s</p>

<p>plan and produce information campaigns that meet specific organizational needs.</p>	<p>plan to meet or exceed that number. Students conduct post-banquet evaluation.</p> <ol style="list-style-type: none"> 1. Indirect: Students will evaluate their participation in the Mass Media Banquet. 2. Students in MM420 Public Relations II will plan public relations campaign for community organization. The community organization representatives will score students on 1—needs improvement to 4—excellent. 3. Students in MM422 Editing will be able to serve a shift on the copy desk of the Washburn Review newspaper. Students will spend at least two hours copy editing pages and working with the student editors on a production night. Students will be ranked 1 to 4 with 1—needs improvement to 4—excellent. 4. Students in MM 431 Creative Media Practicum will work with a community partner to complete a project. Students were scored on a 3-point scale with these descriptions of work: 1--unacceptable work; 2--average work; or 3--work exceeded expectations. 5. Students in MM 352 Advertising I will provide a successful campaign for community advertisers. A panel of community representatives from the advertising field will judge student projects. Students will be scored 1—needs improvement to 4—excellent. Indirect: Students scored their participation in the advertising campaigns. 6. Students in MM432 Advertising II will provide a successful campaign for a community advertiser. A panel of advertising executives in the field will judge success. Students will achieve or exceed target level as evaluated by the advertising executives. 	<p>people and sold 103 tickets. Students collected data for the banquet evaluation at the event and analyzed the data after the event. Evaluations were favorable, receiving between 4.03 and 4.39 (1 is poor, 5 is excellent) on seven measures, including publicity, theme, decorations, program, entertainment and food.</p> <ol style="list-style-type: none"> 1. Students evaluated themselves on their planning and execution of the Mass Media Banquet. They gave themselves good marks on publicity, tickets, theme, invitations, program, food. They had mixed reviews on the entertainment. While good, they wished they had been shorter. <p>2.c</p> <ol style="list-style-type: none"> 3. 100% of students scored a 3 or better on this assignment. The average was 3.64. 4. 100 percent of students earned 3 on this assignment. 5. Students presented advertising campaigns to a panel of judges made up of representatives Advisers Excell, Jones Huyett Partners and fwd (web design). On a scale of 1 to 4 (1 needs improvement, 4 is excellent), the students scored: group 1 – 2.9 group 2 – 3.1 group 3 – 3.4 group 4 – 3.2 <p>Students each scored their own participation in the group and in the ideas they presented. They gave themselves an average of 3.14 for participation, 3.36 for ideas, 3.08</p>	<p>participation was covered in the Washburn Review newspaper. Results will be discussed in next year’s courses and with students in other PR courses. Results are also shared at faculty retreats scheduled before school starts each semester.</p> <ol style="list-style-type: none"> 1. Results of the presentation are shared with the students in the course and with the department faculty. The PR plan and the class’s participation was covered in the Washburn Review newspaper. Results will be discussed in next year’s courses and with students in other PR courses. Results are also shared at faculty retreats scheduled before school starts each semester. 2. Results of the presentation are shared with the students in the course and with the department faculty. Results will be discussed in next year’s courses and with students in other PR courses. Results are also shared at faculty retreats scheduled before school starts each semester. 3. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 4. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 5. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department. 6. Results are discussed with students and
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		for research and 2.78 for presentation. 6. 80% of the students scored 3 or above (4 is excellent, 1 needs improvement) as judged by a community panel of judges from KTWU television station. The average was 3.2.	compared with results from community judges. Results are shared at faculty retreats scheduled before school starts each semester. Results will also be shared with students at the end of the year banquet and at in the end of the year publication of the Mass Media Department.
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Describe how faculty members were involved in using assessment data to improve student learning.

We share the data from the assessments with faculty at the beginning of each year. We discuss what the data mean in terms of what we are offering for courses and of how we are teaching those courses. The internship information is particularly important to the discussion. A year ago, community internship supervisors were noting that students did not know Associated Press style when they wrote news stories and news releases. We changed how we presented the AP style and increased our coverage of this issue in response. Students reported that they wished they had the option of more knowledge of software, so we have increased our offerings in this area. We are relatively new to the experience of collecting data for our courses. This is the second year we have systematically collected information. I anticipate when faculty see the value of the information, they will be more interested in keeping more data and in responding to the changed the data indicate may be needed.

Describe how stakeholders are engaged in your assessment plan and process.

Faculty share with students the information gained from assessment data. It is particularly useful for advanced courses, where students can see the progress they have made, as shown by the data. The greater community is important to us, as we depend on community organizations to hire our students as interns and as employees when they graduate. The data we are collecting is important in helping us refine our program to better meet the needs of employers and the needs of students who have been employed in the Topeka community and see gaps in the education we have provided.

SECTION III

2016-2017 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

In MM 319, Public Relations 1, the students completed a campaign for Apeiron at Washburn University. The students conducted two focus groups with approval from the IRB for the client and then put together a promotional campaign strategy for the event. This specifically addressed PLSO 5 in a new way.

In MM 415, Promotions Writing, the students completed a digital marketing campaign for Melinda Williamson's business, Morning Light Kombucha. Ms. Williamson has previously worked with the Small Business Center in Topeka and the class created a website, blog, marketing emails, an SEO strategy among other things for her business. This addressed PLSO 5 in a new and unique way.

In MM499 the students are exposed to 4-5 different speakers who are media professionals in related fields and who offer advice on resumes, job searches, job interviews, professional development, salary negotiation etc. Some of the speakers Skyped in from an advertising agency in Chicago. This addressed PLSO 4 in a new and unique way.

We also provided a Spring Break trip to Paris for 12 students to take part in the International Media Seminar. This addressed PLSO 4 in a new and unique way.

Our film/video students experienced Hollywood first hand as part of a trip to LA in June. This addressed PLSO 4 in a new and unique way.

In 2016-2017 there were 13 of students completing internships (excluding the summer). These internships were places like:

- Madonna Rehabilitation Hospitals
- WildFlower Media Inc. (Florists Review)
- KTWU
- Blue Cross and Blue Shield of Kansas
- Town & Country Motors
- Advisors Excel
- Kansas History Day and Topeka Model United Nations
- Sprout Communications
- Kansas Foundation for Medical Care, Inc.
- Koss Construction Company
- Washburn University
- Alpha Media Topeka
- Hill's Pet Nutrition, Inc. Topeka KS

2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

2014-2015 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

This is the same as the 2013-14 year.

2013-2014 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

We provided a workshop to students on resume writing and interviewing, organized through the Topeka Advertising Federation. Two new and innovative courses were provided this year, Murder Mayhem and Media (crime reporting) and Strategic Social Media, both classes had been requested by students in previous years.

We had **45 internships from summer 2013 to spring 2014**. Students must provide 128 to 194 hours (depending on university credits required) to the organization. They send in weekly reports and the faculty coordinator visits each site at least once per semester. At the end of the experience, the students are evaluated by their supervisor and the students evaluate their own experience.

Students were employed as interns at:

- KTPK FM "Country Legends 106.9"
- WIBW-TV
- Riverside Marketing
- Topeka Police Department
- jonesHuyettpartners advertising agency
- Spectrum Sports Performance
- Chris Keeshan Associates/Bold Blonde
- Student Media
- Capitol Federal
- KTWU
- The Library Foundation [At The Topeka And Shawnee County Public Library]
- Gizmo Pictures, Inc.
- Museum Of World Treasures
- WIBW Radio
- KC Connections, LLC
- Ichabod Shop - Washburn University
- Washburn Athletics
- Great Plains Media
- Topeka & Shawnee County Public Library
- 190th Security Forces Squadron
- Washburn Athletics
- The Prophecy Club
- Wellness Information Network, LLC
- Advisors Excel

- Washburn Athletics
- Tonantzin Society
- Student Media
- Student Activities & Greek Life
- Topeka Roadrunners Hockey Team
- Topeka Civic Theatre & Academy
- Topeka Roadrunners
- Kansas Press Association
- Kansas Health Consumer Coalition
- Serendipity Of Topeka
- Topeka Metro

Projects were completed for university and community groups. These include

PR plan for Jayhawk Theatre
 Assist with media book for Visit Topeka for NAIA Wrestling Championship
 Posters for Washburn Apeiron
 Logos for a local mowing company and a local carpet company
 Logo for the Department of Aging

Guest speakers for workshop on resumes and interviewing

Angie Marquart, Advisers Excell
 Alicia Mowder, WU graduate and brand manager for Sonic
 Justin Newhouse - Britewerk - www.britewerk.com (design)

Classes take advantage of Skype interviews.

Skype with VML (digital marketing and advertising agency) in Kansas City:
 Katrinia Steffensen, community manager for Gatorade;
 Laura Brand, Wendy's social strategist;
 Ali Ellis, senior account manager
 Skype with Kelli Matthews, Univ. of Oregon Public Relations Instructor and PR Area Director, founder of Verve Northwest Communications
 Alissa Menke, senior digital strategist at jhP in Topeka
 Travis Geary (T-Rave), former digital media strategist for the Kansas City Chiefs
 Josh Mabry, social media director at WIBW News
 James Barraclough, Washburn Career Services (promoting to future employers via social)
 Skype with Dave Kerpen, author of our textbook *Likeable Social Media*
 Thimios Zaharopoulos, whose research expertise is in sports and the media

The faculty take advantage of media figures in the area and include

Ron Brown, a former Topeka police administrator who is chief of police for Topeka Unified School District 501.
 Corey Jones, a Washburn graduate covering police news for The Topeka Capital-Journal
 Topeka Capital-Journal reporter Aly Van Dyke, who described her use of Twitter to cover the killings of two Topeka police officers.
 Maj. Jerry Stanley, commander of the investigations division for the Topeka Police Department
 Shawn Wheat, who was then news director for WIBW 580 Radio
 Mark Bouton, a published author and retired FBI agent who writes crime books for a living.

Capt. Tim Phelps, public information officer for the Shawnee County Department of Corrections.
 Ron Keefover, retired public information officer for the Kansas Judicial System.
 Kristi Pankratz, a Washburn University graduate who heads up the Safe Streets anti-crime organization and was the first non-law enforcement officer to serve as spokesperson for the Topeka Police Department.
 Topeka Police Maj. John Sidwell, longtime public information officer for the department.
 Topeka District Attorney Chad Taylor
 Topeka Crime Stoppers coordinator Doug Searcy showed two videotapes about unsolved murders that aired on local TV stations.
 WIBW-TV anchor Melissa Brunner, who's formerly covered crime news and been a crime victim
 Bruce Steinbroch,
 Craig Schurig,
 Ron McHenry,
 Gene Cassell, and
 Bob Chipman.
 Jeff Jacobsen, a WU graduate who is the photographer for KU Athletics.

One added benefit is an extra credit opportunity--

Betty Lou Pardue, Carly Willis and Jordan Loomis exercised their option of giving oral reports for extra credit about ride-alongs they took with Topeka police officers.

In addition to providing a Spring Break trip to Paris for an International Media Seminar, we also invite professors from other countries who can come to the class and talk about the media in their countries. Some of the countries represented include Lebanon, Russia, Romania, Bulgaria, France, South Korea, and China.

Classes also enjoy the proximity of **KTWU** for speakers and tours. Other classes have toured **WIBW** and the **Topeka Capital-Journal**.

Students in the **Public Relations and Advertising** sequence had speakers from:

- Joneshuyett partners Advertising agency
- Eugene Williams, KTWU General Director
- Gina Penzig, communications director, Westar
- Adviser's Excell Advertising Agency
- FWD, Fundenberger Web Design
- Kerrice Mapes, WU graduate and founder of SevenEightFive magazine
- Natasha Sims, WU graduate and freelance dsigner/writer
- Jamie Hornbaker, WU graduate and formerly Public Relations Director for United Way

SECTION IV

2016-2017 Academic Year

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

Our department had an end-of-the-semester meeting on May 17 this year, to discuss and improve current assessment measures. At that meeting, we discovered that some assessment measures were missing for a few classes and so we have decided to work on fixing these throughout the summer. We have also planned a departmental retreat in August before school starts, where we will address the new measures and refine our assessment plan. At that time, I will also present the faculty with a revised assessment plan and an assessment form for each class that will streamline how our department collects assessment data. Along with this, we have decided to start collecting data on assessment for all classes taught in Mass Media every semester. We have realized that the more data we have, the more we can extrapolate findings from that data and improve our individual teaching as well as how our department fits within the learning outcomes for the College of

Liberal Arts and for the university. Maria Stover and I have also decided to work on putting together an assessment training module on D2L to address the classes that are taught by adjuncts, since this group of instructors typically has no experience with assessment. We plan to have the module complete by next summer and start training our adjuncts before the fall semester of 2018.

2015-2016 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

2014-2015 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Continue to learn and discuss ways to involve adjuncts in the process.

2013-2014 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

This is really only the second year we have had good data to work with. I hope to be able to present this to my faculty and have them realize the value of the information we have collected. We have noted individual courses where the data indicate we need to make a change, such as the MM300, Mass Media Law. We have set the benchmark too low and will need to revise what we are assessing. We also want to refine how we assess our general education course, MM100, Introduction to Mass Media. Again, we want to collect valuable data and then see what we can learn about what we are teaching and the students are learning. It was still a bit of a struggle to get information from every faculty member on every class, so that is the major goal for next year—to explain and show the value of assessment to faculty and to encourage them to use assessment to tell them something about their students.

Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.