Greenlee School Coded Assessment Data, 2011-12

The Greenlee School has a written assessment plan that includes multiple direct and indirect measures to assess student learning, in accordance with Standard 9 of the Accrediting Council on Education in Journalism and Mass Communications. Each year in annual reviews, faculty are asked to supply information associated with assessment in the form of:

**Indirect measures**: student evaluations, course enhancements based on those evaluations, suggestions by Curriculum Committee to improve multi-section courses, etc.

**Direct measures**: evaluation of course content by alumni and/or professionals, especially in integrated courses such as advertising and public relations campaigns, digital journalism, required internships, etc.

**Course enhancements**: instructor-initiated improvements, updating of content, and new course preparations not necessarily in response to feedback loops associated with indirect and direct measures.

Our intent is to collect data from annual review documents, base curricular changes on those data, and align our curricula with ACEJMC “Professional Values and Competencies,” posting results online and interacting with alumni and professionals who advise with the School year-round for continuous improvement.

**Indirect**

Instituted multi-point formative assessments in ADVRT 230, ADVRT 335, JL MC 406/506. Plus/Delta (in 1st 3rd), student advisory panels (mid-semester), surveys of acceptance of each course element (ex: Thinkspace, Multilingual, guest speakers, video conferences).

Initiated a mid-term feedback loop with students to evaluate their thoughts on the class and its content. Goal was to make adjustments, based on their feedback, for the remainder of the semester to improve/maintain a positive classroom experience.

Officially adopted team-based learning (TBL) to JL MC401 in Fall 12 as a pedagogical innovation for a knowledge-based/research-oriented undergraduate theory course.

Changing weight of assignments based on previous class performance.

In JL MC474, based on feedback from previous semester I incorporated more current event technological examples and more student-led presentations and discussions.

Invited other faculty in the Greenlee School to serve as judges on two class debates in JL MC 598-K where students had to argue two sides of a controversial political-communication topic based on extensive research of existing scholarship.

Changing test format based on student feedback.
I collect mid-semester evaluations and follow as many requests as possible: more space to write answers on quizzes, give summary after discussions, etc.

Based on midterm evaluations in LAS 103-C, I extended the discussion portions of the seminar, to allow students to reflect in more depth on the concepts introduced during lectures.

I instituted writing conferences (twice per semester) for both JL MC 202 and JL MC 344 to ascertain not only students’ progress but their impressions about the courses and their content. Information gleaned form these conferences will be implemented into changes for 2013 syllabi.

Prior to start of the semester, met with faculty to discuss goals and objectives of the course to meet standards and objectives of the course.

At the end of the winter semester I hosted a lunch for my 308 and 354 classes. I used it as an opportunity to solicit suggested class improvements from the students. Many of their suggestions have been incorporated into the course.

Based on student feedback, instituted additional writing assignments in JL MC 406/506 to focus on current and future media organizations.

Based on mid-term feedback, changes in class assignments, lectures, and speakers were adjusted. Including: more group projects and student interactions; Speakers on “how to get a job after college” topic; More critical evaluations of projects; Continued use of social media to interact with classes in and outside their discipline; Continued use of a variety of presentation materials, especially video; Increased use of personal anecdotes of life in the “real world” of advertising and public relations. Students really appreciated these stories and helped them understand what to expect in their first job.

To better facilitate the evaluation of students in 308, totally reworked the course structure to allow for detailed assessments of individual student performance within team pairings. The result has been improved understanding and use of all course-related software.

I added periodic quizzes to my 301 course at the request of students on a midterm evaluation I conducted. The students asked for the quizzes to help them in making sure they were keeping up.

**Direct**

Had students work in teams on class project with real clients in JL MC424A.

Had retired AP reporter Chuck Schoffner evaluate JL MC 321 news releases during Fall 2012 semester so students would get outsider’s perspective about importance of correct AP style/grammar/usage.

Had ISU Printing prepress specialist evaluate selected JL MC 342L student assignments to have outsider reinforce importance of concepts learned in class.

Shadowed art director and multimedia production team at Meredith Corporation in August 2012 to ensure software and production techniques taught in JL MC 342L are relevant to current print and online publications production process.
Incorporated an exercise into the mid-term project where an agency professional assisted in administering mock interviews with students, to assist with learning related to presentation and interview responses.

Created an evaluation rubric for clients/professionals to evaluate the work of students in A/J 301 class.

Worked with team of professionals to evaluate and mentor students in study abroad course.

Called upon working professionals, Susan Biddle and Dom Furore, to look at student portfolio’s and evaluate work (via Skype).

Guest speakers were brought into the class, including two current agency professionals and a client-side professional. Students engaged in an exercise where they created questions for the guests and placed their questions into a bowl that was passed around the classroom to keep the conversation going.

Based on JL MC 499 supervisor feedback, added enhanced data analysis skills to ADVRT 335 (ex: students create pivot tables on Excel).

Three graduate students presented refereed papers at national and international conventions, including ICA and AEJMC.

**Course Enhancements**

Met with Jane Peterson to coordinate ACEJMC-style objectives for all classes.

Added more detailed and comprehensive course learning outcomes and student learning objectives to syllabi of 201, 206, 308 and 354.

I revised both my 342 and 342L syllabi to clarify course objectives. I also added course calendars to both syllabi.

Created new syllabi for two new classes proposed and offered in 2012: an undergraduate class on social media and elections and a graduate class on political communication.

Integrated social media (Facebook page) into the learning experience. This page created for all my classes in Advertising and PR with the goal to create a real-world experience where different disciplines could interact, share ideas, and critique campaigns.

JL MC 310 syllabus adapts to each assignment. After each assignment submission and critique the following class session is built around the weaknesses that I see in the assignment submissions.

Revamped JL MC 321 class structure from Fall 2010 to have more hands-on student learning opportunities.

Met with other faculty and Jane Peterson to coordinate ACEJMC-style objectives for Ad/J301 sections.

Created new outcomes-based syllabus for Media Management (JL MC 406/506).

Created rubrics for grading visual projects in 342L.
These student presentations and activities led to more class participation, discussion, and Friday attendance.

In JL MC574, incorporating more current technology through online and video examples.

Added standardized JL MC 321 writing rubric for all writing assignments. As a result of the rubric, offered opportunities for students to write drafts, get initial graded feedback and then turn in final draft for final grade.

Increased expectations for media other than text.

Met with VisCom team to coordinate visual courses.

Changed to a grading strategy that gradually increased the weighting of stories to reduce early-semester panic and better reflect the goal of proficiency by the end of the semester. Changed the final project to add a greater emphasis on multimedia presentation.

Met with other faculty and Jane Peterson to coordinate learning objectives, outcomes and strategies for JL MC 201.

Added information about social media because of its increasing influence on reporting.

This past year I revised my syllabi to include more specific and detailed instructions for assignments and group projects because students seemed to be experiencing difficulty with mastery of assignments. This weakness seemed to be a result of students’ tendency to incorporate into their assignments only those items that met the minimum requirements of an assignment, and that they were unable to independently go above and beyond those minimum requirements on their own initiative. Thus, I found that by specifically detailing instructions for assignments coupled with a detailed pre-grading rubric that accompanies said instructions students have demonstrated more success in completing assignments and group projects at a mastery level.

A detailed pre-grading rubric for larger assignments that students can use as a reference to ensure their completion and mastery of newly introduced concepts and skills related to competent research.

Worked with Dave Kurns to help identify Meredith individuals to job shadow.

Scanned ALL graded assignments for ALL classes before returning them to students to help track individual and class tendencies during course of the semester.

Use Readiness Assurance Procedure (RAP), pre-post survey and midterm-final peer evaluation to optimize evaluations for learning effectiveness for TBL in JL MC401. Evaluations were made both quantitatively and qualitatively.

Used Blackboard as a means to open dialog with students and further discussion on topics and to outline and recap discussions in class and related to course projects.

Added more hands-on assignments in 342, per student requests. Reworked exams to include more objective questions.

The use of the video material led to more in-depth discussion of current events and impacts of media.
Added JL MC 321 quizzes over every chapter to help review assigned reading and lead class discussions.

Students in JL MC401 acknowledged the importance of TBL for the improvement of learning experience and effectiveness.

TBL significantly increased students’ engagement in JL MC401.

TBL significantly improved students’ performance and learning outcomes according to their scores in tests and a variety of evaluation methods.

Changed JL MC 510 campaign project by individual meetings

Changed JL MC 520 final project by individual meetings

Strengthening JL MC 301 research report writing

I added more “fun” design activities in 342L in order to inspire the students and foster their creativity. In 342, I incorporated more in-class group exercises.

Created multimedia course and syllabus for team of 10 faculty at study abroad course in Italy.

Attended Greenlee Futures Forum and networked with students/alumni.

Attended Chamberlin Lecture and required JL MC 321 to cover the speech using Twitter. They LOVED the assignment and asked if they could do it at another event. Students were given extra-credit opportunity to tweet from Greenlee Futures Forum.

Required 321 students to follow me on Twitter as I post items for them to read there and discuss in class. The goal is to make them more comfortable with Twitter as a platform before they move into an internship.

Upgraded the quality of research results presented as part of course requirements by demanding convention-quality outputs.

Students have already demonstrated greater mastery of newly introduced concepts and skills using these refined techniques. Also, an opportunity for students to redo poorly completed (first draft) group projects (mastery of foundational research skills and proper citations) has been incorporated so that students have a second chance to correct their errors before moving on to more complex and difficult concepts/skills related to competent research.