Greenlee School Coded Assessment Data, 2012-13

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

Met with faculty (Jay Newell ADVRT 335, Suman Lee ADVRT 301, John Thomas ADVRT 301, ADVRT 434) to ensure ACEJMC style objectives were being met and consistent among my classes this semester with previous instructors.

Met with Erin Wilgenbusch to coordinate cross discipline project between ADVRT 434 and P R 321 classes on Hotel Pattee capstone project.

Added “Accreditation Core Values and Competencies” to every syllabus, which complements the “Learning Objectives” developed for each class.

Served on committee chaired by Jane Peterson to coordinate curriculum for JLMC 201. Syllabi were changed to standardize learning outcomes and we chose a textbook to be used by JLMC 201 and 202 classes.

Met with other faculty and Jane Peterson to coordinate C style objectives for JLMC 201 sections. Adopted a new JLMC 201 textbook, which will be used in all JLMC 201 and JLMC 202 sections.

Changed the reading assignments in JLMC 461 based on feedback from last year’s course evaluations.
Added routing quizzes of the sort students are likely to encounter in job interviews to better prepare them for internship and professional opportunities.

JLMC 341: Totally revamped course offerings and syllabus. Transformed course from a magazine history class to a comprehensive overview of the magazine publishing industry.

Updated all course and learning objectives to align with ACEJMC criteria. Changed assignments to close loopholes that students discovered in assignments.

I clarified information in my syllabi relating to late homework submissions and attendance.

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

I changed the evaluation rubric for writing assignments to simplify it and focus more on learning outcomes.

Organized an ad hoc committee along with Jane Peterson to meet periodically and coordinate objectives and outcomes for the growing number of JLMC 201 classes and to recommend a common textbook that could be used by JLMC 201 and JLMC 202 students.

I updated the JLMC 306 expectations based on the technical differences in the new studio in Hamilton Hall.

Conducted midterm feedback loop with students in all classes to evaluate their thoughts on the class and its content. Goal is to make adjustments, based on their feedback, for the remainder of the semester to improve/maintain a positive classroom experience.

JLMC 341: Wrote informal midterm course evaluation to assess if curriculum was meeting course objectives. Utilized student suggestions for more guest speakers and shorter lectures.

Conducted mid-semester evaluations and made many small changes as requested by students: add summary recaps after discussion sections, logistical changes to test taking, increased feedback on certain assignments, etc.

I completely revised 343L to develop a course in mobile publishing to meet a need identified in internship reports. Also based on internship reports, I began incorporating lectures on working with Excel into 342.

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 structure.

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.

Students have a mid-term individual meeting to review their performance to date, and to discuss what they might do to improve their performance in the second half of the course. At the end of the course, each student again meets individually with the instructor to evaluate their performance across course objectives (news ideas, news gathering, writing/organizing, creating news for different channels (broadcast, print, web, etc.)).
Began pretest/post test routines in Ad Principles.

Based on midterm feedback, changes in class assignments, lectures, and speakers were adjusted. For example: More in class review of MFP exercises in ADVRT 335. Many of the assignments were “confusing.” Additional “lab time” for individual teams to work on creative executions in ADVRT 434. (Currently not in Hamilton Labs with access to design applications.)

**Direct**

For the past several summers I have worked with a group of professionals in a study abroad workshop. I carefully observe the expectations that they have and incorporate those standards into my courses. These professionals are some of the leading journalists working today and I want to prepare my students to be successful interns and employees for people with high expectations.

Based on alumni feedback, instituted semester long interactions between Ad Principles students and industry professionals, The Wednesday Wake Up Call. Enhanced use of data in Ad Principles, Media Planning and Management courses.

Refined the grading rubric for news stories in JLMC 201. Invited a news industry professional to help JLMC 201 students evaluate and develop their multisource story ideas.

Invited professional journalists to critique student work through Skype sessions.

In JLMC 206, I’ve added more lectures and invited a speaker to focus on skills required for news producer jobs, as employers have told me the market has openings but no qualified candidates in this important aspect of TV news production. In the fall, I took my class along with my ISUtv students to an annual workshop organized by UNI, “Fast Forward,” where students could hear from and meet with professionals in the broadcast industry.

For diversity, Tracy Lucht and I both developed an assignment linked to the Martin Luther King “I have a dream” speech anniversary. Students interviewed someone of a different ethnicity, asking them about whether they thought things have changed since MLK made his speech. Each student then wrote a short item for the web summarizing the person’s views that could be run in the Iowa State Daily. In addition, this was discussed in class. One interesting discussion concerned what to do with an interview in which the respondent was obviously racist. I think the assignment was useful in helping students learn how to handle a sensitive topic with someone of a different ethnicity. For broadcast, I recruited emeritus professor Tom Beell, and with the assistance of Raluca Cozma and Jeff Ames and Shane Scherschel, our class members worked in teams to develop and present video newscasts in the new studio space in Hamilton Hall. After presentations, the students gathered and reviewed the video, with comments by Tom Beell. This was one of the most highly rated activities at the end of the term.

I continue to have work in upper level courses evaluated by professionals when possible. In compliance with the university’s CIP program, I implemented a “self assessment” project for JLMC 101. Students “self assessed” via a non-graded survey at the end of each chapter. I compared the results of their self assessments (the level at which they thought they knew the major concepts of each chapter) with the tests results. In areas where there was a large discrepancy (according to the plan I submitted for CIP) I will address deficits in the lectures and/or test questions. For Fall, 2013, there were few, if any, major differences between what the students thought they knew and what they
exhibited on their exams.

Professional critiques of student capstone projects secured for ADVRT 434 from Beth Freedman (Group Acct. Director Fallon, London) and Jay Hartz (Owner, Hotel Pattee).

Continuing: Incorporated an exercise into the midterm project where an agency professional assisted in administering mock interviews with students, to assist with learning related to presentation and interview responses. Continuing to revise the case studies and assignments of the course by refining the questions to bring students to consider the real world implications of the issues that we study.

Evaluation methods used in JLMC401 on TBL effectiveness in Fall 12 were retested in Fall 13. These methods included Readiness Assurance Procedure (RAP), pre-post survey and midterm-final peer evaluations. The purpose is two-fold 1) to optimize these methods for future classes, and 2) to collect more data for a longitudinal comparison for teaching scholarship.

More interaction among students and in class projects in ADVRT 301. Scheduled speakers and/or lectures on putting together a portfolio for ADVRT 334. Continued use of a variety of presentation materials, especially video in all the classes. Created a real-time feedback loop for ADVRT 301 group members to evaluate peers prior to the end of the semester. Added lecture content to ADVRT 434, specifically analysis of current integrated campaigns by major brands.

JLMC 110 Video Series: Tasked to coordinate professional speakers for JLMC 110. A video library was developed with the goal of enhancing students’ understanding of each career path one can take in the mass communications field. Nearly 30 professionals in advertising, PR, newspaper, magazine and broadcast were interviewed and their stories edited into a video library for ongoing use in this class. A Greenlee recruitment video was also developed from these interviews to showcase the success of graduates after graduation.

Commemorated the 12th anniversary of the Sept. 11 terror attacks, the 201 and 202 reporting classes met in the new news studio on the first floor and focused on the minute-by-minute news coverage of that day in 2001. Students and visitors who stopped in watched real-time videos of news reports, read news stories and shared their recollections of that chaotic day. Annette Hacker, director of the ISU News Service, joined the discussion and told the students about her memories of the day in Iowa. Several foreign students and graduate students added their perspectives, recalling the reactions in their countries. I answered students’ questions about the day of the attacks and the stories I wrote, having been among the first people in the New York Times newsroom that morning.

Watergate anniversary lecture: Arranged a private interview for JLMC 202 students with former Congressman Ed Mezvinsky, who was on the House Judiciary Committee during the Watergate affair. Mezvinsky later spent five years in prison after his conviction in a fraud scheme. With my guidance during the interview, the students learned how to navigate a difficult situation with grace and respect. Oct. 17.

Arranged for JLMC 202 class to participate in a live interactive podcast with a New York Times reporter, who fielded wide-ranging questions about the job market, internships and other matters of interest to college students. Nov. 20.

**Course Enhancements**
Wigton’s ISU Classes’ Facebook page: This semester the research class (ADVRT 301) and Advertising Campaigns class was added to my past advertising (account management, creative, media planning) and PR (220, 424) to enhance the conversations of topical industry news that happen among all my students. Now over 260 students and former students participate.

Cross discipline coursework: New this semester is a joint project with my ADVRT 434 Advertising Campaigns class and Erin Wilgenbusch’s PR 321 PR Writing class. After securing the Hotel Pattee for the 434 advertising capstone project, I recruited Erin’s class to participate in a PR initiative. Goal is to create a real world experience for our students to collaborate; just as different departments would interact in an actual agency setting for a common client.

Added critiques of current advertising campaigns to beginning of class in ADVRT 301, specifically those posted to “Wigton’s ISU Classes” on Facebook for discussion.

Introduced case studies and/or ethical discussions for each major area considered in the class.

I added a quiz before midterm covering mostly grammar and AP Style to ensure students were grasping the basics before we moved on to more complex writing assignments.

Upgraded syllabi with multiple languages in Media Management and Ad Principles.

Expanded discussions regarding strategic account planning activities related to the final project.

Working to coordinate Creative Brief project with Wigton’s 334 course. (Our class develops the creative brief docs and we pass these docs on to the 334 class to develop creative samples.)

Continued adopting team based learning (TBL) as a formal pedagogical component to JIMC401 in Fall 13.

New prep - stared to teach JLMC561 as a regular spring course offered to graduate students in Spring 13.

Continued the partnership with the University Museums, having students in JLMC301 work in team on class research project for a real client.

I added more out-of-the book assignments to 342L, based on student comments. I incorporated more graded Blackboard discussions into 342 to encourage students to engage outside of class.

I am going to lecture more on expectations and grade systems.

Added periodic “syllabus check ins” to remind students of our course outcomes and to discuss our progress toward them.

Continuing: 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.
Arranged and in-class interview by Victoria Szopinski, a member of the Ames City Council, regarding the upcoming local election. JLMC 202. Oct. 23.

Arranged an in-class visit by Ames Police Department Commander Geoff Huff for JLMC 202. Students conducted a joint interview and wrote breaking news stories.

Met with each student after the first four weeks of class to go over progress, solicit feedback and address any concerns the student might have. Offered individual writing workshop sessions for those seeking extra help.

Instituted weekly blog posts from students on summer internships.

Created three new online assignments in JLMC 461 to increase students’ exposure to primary historical sources and to promote active learning. Added poster presentations in JLMC 461 to accommodate higher enrollment while still asking students to conduct and present original research. Collaborated with another JLMC 201 section in Fall 2013 to conduct a reporting project related to campus perceptions about diversity.

Due to our mutual research affinities, a graduate student, Aimee Burch, completed an independent study with me, focusing on framing and sourcing of political communication. The course gave her confidence in her research methods skills, provided the basis for her master’s thesis, and resulted in a conference presentation.

For capstone courses, I am going to put more effort into client selection.

Continued to expand the number of client side and agency side speakers for the course. Working to coordinate Google Hangout sessions with agency professionals in other metros to expose students to a wider range of agency perspectives.

Changed JLMC 510 campaign project by individual meetings. Changed JLMC 560 final project by individual meetings. Strengthening JLMC 301 research report writing.

Introduced intermediate due dates for assignments to help students with time management after seeing this as an area for improvement in the previous semester.

To all syllabi, I added a requirement for students to contact me within 7 days of their assignment grades being posted, if a change needs to be made; otherwise their grade stands. The purpose of this was to minimize (hopefully eliminate) all of the questions about “why is my grade so low?” that I receive during and immediately after Finals Week.

I am now insuring that syllabi are 100% distributed to all students.

Moved online tests to the testing centers and introduced elements to encourage struggling students to seek help from the 110 help desk early in the semester.

I became tougher in my evaluation of student work based on feedback that I received from colleagues working at major publications. One Pulitzer Prize-winning reporter said “you are not serving them well by sugar-coating your feedback.”

Based on the success of my LAS Frontiers of the Discipline seminar from 2012 (Social Media and Elections), I’ve proposed a new class, JLMC 497 Social Media and Public Affairs. The Curriculum Committee approved the course, and I received an ELO grant to offer it in online format during Spring and Summer 2014. Based on student feedback, I hope to make the course a
Proposed an experimental course PR 420X Crisis Communication to strengthen a newly launched Public Relations Major.

JLMC 390A: Removed Greenlee Glimpse production from course syllabi. JLMC 344: Added feature writing for Greenlee Glimpse to course syllabus.

The adoption of TBL (Team Based Learning) in JIMC401 has advanced our understanding of this pedagogical innovation for knowledge-based undergraduate theory class. Making contribution to teaching scholarship, a research article assessing this class as a case has been accepted to publish in Journalism & Mass Communication Educator. This study was presented to the annual convention of AEJMC in D.C. in August 2013 and to the honoring luncheon with Miller Faculty Fellows at ISU in October 2013.

<table>
<thead>
<tr>
<th>Outcomes Assessment Year</th>
<th>Indirect</th>
<th>Direct</th>
<th>Enhancement</th>
<th>ACEJMC (competencies, values, direct references)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>15</td>
<td>12</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>2013</td>
<td>22</td>
<td>15</td>
<td>32</td>
<td>9</td>
</tr>
</tbody>
</table>