Greenlee School Coded Assessment Data, 2013-14

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**

Reviewed semester calendar for ADVRT 334 (Creative Advertising) to allow for more time to develop “produced” work, especially the radio and TV projects. Students are most enthusiastic about these two media, so I leveraged that and created more content.

Changed JLMC 510 campaign project based on student feedback.

Changed JLMC 560 final project based on student feedback.

Added more in-class exercises and homework in JL MC 316, per student suggestions.

I conducted a midterm teaching evaluation to assess learning outcomes and instructional style. I also conduct at least two one-on-one meetings with each student in my class every semester.

I started offering test reviews to help students identify important concepts in the tests. This was done after evaluations noted that the tests were hard to study for.

Incorporated informal course assessment questions into one-on-one writing conferences for JL MC 344.

Clarified the grading rubric for story ideas in JLMC 201 and provided more extensive feedback. Students had indicated they wanted more guidance on their story ideas.
Conducted mid-term feedback loop with students in all classes 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.

While the feedback from the midterm teaching evaluation was largely positive, students suggested two improvements to the classes. First, students asked that I post the slides to Blackboard in advance of the class meeting. At midterm, I began posting these slides before each day’s class. Second, students suggested that I slow down my delivery. Based on this feedback, I worked to actively slow down the pacing through the lecture slides.

Based on the first round of reviews in JL MC 497, I adapted the assignments in the online class to better engage the students.

Students found the group project difficult to facilitate in an online course, JL MC 210x, so I altered the requirements to align the assignment with what the students requested in their evaluations. The second time the class was offered, the group work was seen as a more valuable exercise.

I added a second exam in JL MC 502 and modified the final paper based on student feedback.

I added opportunities for students to read and reflect on articles in the New York Times and other media, based on feedback from students and from discussions in the Undergraduate Committee.

Based on mid-term feedback among students in my classes, I made the following adjustments to my classes: “Very popular” with students was starting class with review of postings to “Wigton’s ISU Classes” on Facebook for discussion. So, incorporated more of that activity. Incorporated more interaction among “agency” groups and in-class projects in PR 424 – sharing tactics and client feedback during second half of the semester. Many were having the same client issues and felt it helpful to share experiences. I integrated more variety of presentation materials, especially video and social media in all the classes. I added lecture content to PR 424, specifically analysis of crisis communications by brands. Additionally, my ADVRT / PR 301 students requested to have additional feedback from the “client” midway through the project vs. just at the beginning and the end. So, I facilitated more direct feedback from Mr. Giles.

JL MC 501: I offered a synthesis summary after each of our discussion sections after reading evaluations that suggested students were having trouble seeing how concepts fit together.

Developed a qualitative methods course for graduate students, who had indicated the need and desire for training in non-quantitative research.

Updated several assignments based on last year’s student performance and added a quiz on midterm content to emphasize basic writing skills.

Moved JL MC 349 to the fall semester to align with the timing of the Dow Jones editing test and to allow time in the school year for students to apply what they learned. Students involved with student media had indicated they wished they had taken the course earlier.

Students in JL MC 101 wanted more opportunities for points, so I opened up the publisher’s online quiz function. It serves two purposes: one, students can quiz
themselves on each chapter in preparation for the exam; two, students can earn more points in the course by taking the quizzes.

Conduct a pre- and post- test in media ethics to ensure students are in touch with the conscience.

**Direct**

In JL MC 206, I invited a panel of recent Greenlee graduates who are successful professionals in the broadcast industry to come speak to the class about standards, expectations, and job prospects. I invited Jeff Ames’ section to attend the panel as well.

Continued the partnership with the University Museums, having students in ADVRT / P R 301 work in teams on class research project for a real client. Involved the client systematically in assessing students’ performance and the quality of their work.

Based on continuing feedback from employers, increased number of Excel projects in ADVRT 335, media planning.

Based on feedback from media creative professionals, began development of a course in which data streams drive creative content.

Brought professionals into the classroom via Skype to evaluate student work in critique sessions.

Professional critiques of student capstone projects secured for P R 424 that included executives from Ames’ businesses Portobello Road, The Salon and Zeke’s. This also included two student/campus organizations: SAAC and the Thielen Student Health Center.

Professional critiques of student capstone projects secured for ADVRT 301 from the Director of ISU Recreational Services.

After reflecting on the feedback of student work from professional colleagues, I have begun to hold my students to higher standards. Over the past 10 years of teaching I had softened in my approach and started to make excuses for student’s weak performances. The honest feedback from working professionals made me realize that I am not doing my students any favors by stroking their egos when they do not deserve it. I am not certain that today’s student can take honest feedback but I try to be as honest as possible without crushing them.

The final research reports completed by students in AVRT / P R 301 were highly praised by the client, proving that “learning by doing” is an effective approach in research methods class at the undergraduate level.

Added “AP style boot camp” to JL MC 201 media writing classes, with unlimited resubmissions during the boot camp time frame. Students showed immense improvement (some tripling or quadrupling their scores) from the start to end of the introduction to AP basics.
Course Enhancements

Collaborated with Michael Wigton, who taught a 201 section at the same time. We jointly did a broadcast segment with video camera news teams, and an advertising section with cross-class teams promoting a coffee house.

I developed a new course for Fall 2014: JL MC 474 (Communication Technology and Social Change).

I also worked to develop a new graduate course in big data (JL MC 598P) and a counterpart experimental course for undergraduates in big data – both to be offered in Spring 2015. I also worked on developing a course in digital privacy and security in Fall 2014. The course will be offered in AY 15-16.

I reorganized my syllabi so that all class materials are available online as well as in hardcopy form. In the past most, but not all materials were online.

I proposed and created a new online class, Social Media and Public Affairs (JL MC / ADVRT / PR 497), in which I draw a lot from my own research. The class was offered twice last year, and I’m also teaching it again this summer.

I revamped the organization of the JL MC 341 syllabus content to more systematically illustrate the production of the magazine. Prior, the syllabus was constructed to follow the textbook chapter order.

Because of confusion with various editions of the Adobe Creative Cloud textbooks, I redesigned my JL MC 316 class syllabus to include photos and ISBN numbers of each textbook.

Met with other faculty and Associate Director Joel Geske to coordinate ACEJMC-style objectives for JLMC 201 sections.

Continued adopting team-based learning (TBL) as a formal pedagogical component to JL MC 401 in Fall 14.

Employed student-led panel discussion format in JL MC 561.

Added AEJMC Core Competencies met in JL MC 242 and JL MC 316 to the course syllabi.

AEJMC accreditation core values were included in syllabus for JL MC 401 and ADVRT / PR 301.

I expanded multi-lingual syllabi to JL MC 406/506, media management.

Increased number of student-professional interactions with Wednesday Wake Up Calls.

I increased use of internship blog to monitor and advise student on summer internships.

Designed assignments for JL MC 201 with direct reference to the ACEJMC competencies for that in course, adapting several assignments to include more social media and expanding discussion of media ethics.
I updated my course syllabi increasing use of visual presentation of course schedule and assignments, particularly in the grid of daily assignments and including links to external resources to reduce the amount of text required in the document.

Met with faculty for JL MC 201 classes to ensure ACEJMC-style objectives were being met and consistent.

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

Coordinated JL MC 201 curriculum with Dr. Abbott between his class and mine (they met at the same time). This included shared lectures from professionals, group projects in broadcast assignments in the Andersen Studio and cross-pollination in an assigned group assignment involving guerilla advertising. Students enjoyed lectures from each of us that played to strengths of our experience.

Added an online calendar link to all my syllabi so students may schedule/cancel appointments when convenient for them during my office hours. This program also sends automatic email reminders to students. Online scheduling for 60 advisees (and students in my classes) has cut “no-shows” by over 50% and freed up an enormous amount of my time manually handling appointments.

Switched textbooks in ADVRT 334 to one that is more relevant and includes social/online media as well as more current examples of ad campaigns.

Added more content in all syllabi as it pertains to learning of social media strategies used in advertising and PR.

Added more detailed and comprehensive course learning outcomes and student learning objectives to the JL MC 206 syllabus.

I updated the course syllabus with student outcomes and learning objectives and required textbook consistent with recommendations of JL MC 201 update committee.

Working to coordinate Creative Brief project with the 334 course. Our class develops the creative brief documents and we pass those documents on to the 344 class to develop creative samples.

I’ve tweaked each semester’s syllabus to give students a better idea what to expect. I also met with the other faculty in August to standardize our 201 syllabi from one section to the next.

Met with other faculty to coordinate ACEJMC-style objectives for JLMC 201 and 202 sections.

Added more Blackboard discussions both to foster engagement and to allow for more material to be covered.

Incorporated a handful of curated Lynda.com tutorials on creating engaging infographics into JL MC 242. This segment now includes a take-home quiz over material covered in the tutorials to help ensure students are watching the videos.

Added peer evaluations on group projects in JL MC 316.
Require all JL MC 316 students to keep a semester-long process notebook relating to their final project design conceptualization.

Created an evaluation rubric for Blackboard posts and presentations in JL MC/ TSC 574.

Met with other faculty to coordinate CIP report and textbook adoption for ADVRT / P R 301.

Converted previous in-class exams to Blackboard quizzes at the end of each unit for JL MC 460, to provide more rapid reinforcement of course content and assessment of student learning.

Continued with adjustments to the primary grammar test, combining several subtests into a single test to be attempted multiple times.

To better facilitate the evaluation of students in 206, I reworked the course structure to allow for more detailed assessments of student performance. The result has been improved student performance, and a more thorough understanding and use of all course-related software.

Started an in-class exercise to improve presentation skills. Expanding memo assignments to provide better checkpoints for mid-term and final project assignments. Students receive ongoing feedback, which helps them build toward the goals of the larger class project work.

I’ve started using a rubric to grade papers, with separate sections for newsworthiness, leads, organization, sources, grammar and punctuation.

Created BlackBoard rubrics for all assignments in JLMC 201 and PR 321. The rubrics are available to the students when they are given an assignment, so they know exactly what they’ll be graded on and the weight of each part of the assignment. Students turn in all of their assignments online and all of their feedback is given to them online through the BlackBoard rubrics.

Added ACEJMC Core Competencies met in JL MC 242 and JL MC 316 to the course syllabi.

Introduced “game show” format of reviewing/evaluating AP Style knowledge in JL MC 344.

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.

Using an article report assignment to provide students with an opportunity to lead a larger group discussion and moderate specific topics related to account service.

Expanded the section on ethics in JL MC 242.

In JL MC 474 and 201, several industry professionals were invited into the class, including: Lee Rainie, Director of Science and Technology Research at the Pew Research Center; Ethan Klapper, Social Media Editor for the Huffington Post (via Skype); Rodney Benson, Associate Professor in the Department of Media, Culture and Communication at New York University; Kathryn Montgomery, Professor in the School of Communication at American University (via Skype) and Jamie Schleser, Google Policy Fellow (via Skype).
I added audio to Prezi lectures in the online modules of JL MC/ TSC 574.

Invited alums of the master’s program as guest speakers in JL MC 592 to share their own career path.

Developed a plan for a statewide public records audit using Media Law students, but still negotiating with IRB for approval.

Establishing partnership with Iowa judges association for a rotation of presentations in media law and media writing classes.

Brought in agency-side speakers for the course to specifically address challenges faced by working professionals in day-to-day scenarios.

Preparing for an experimental course P R 420X Crisis Communication to strengthen the newly launched public relations major.

This semester I’ve invited a pair of guest speakers from Strategic America, in Des Moines, to speak about the basics of advertising and public relations.

Took JL MC 206 and ISUtv students to Cedar Falls to the annual Fast Forward workshop series hosted by UNI in October, which brought experts in the electronic-media industry from all over the state and country.

Course modifications and teaching style modifications caused course evaluations to go up an average of 30 percent to 4.5 to 5.0 from Spring 2014 (my first term at ISU) to Fall 2014 (second term at ISU). Will continue to respond to student needs and encourage rigor to meet industry standards and prepare students for the professional world.

I have started to verbally deliver more detailed information about assignments in class and ask students to write it down because the information will not be in a handout. I started doing this after observing that some students have difficulty setting technology aside during class. I want to pull them away from their computers and phones, where they believe they can find everything important, and make them listen to me and decide what is important enough to write down.

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<th>Outcomes Assessment Year</th>
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<th>Enhancement</th>
<th>ACEJMC (competencies, values, direct references)</th>
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