Greenlee School Coded Assessment Data, 2014-15

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 Measures**

Continued 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.

Continued with “2nd Annual Tweet the Super Bowl” live-tweet critiques of Super Bowl ads. With 300 tweets, students really have fun with this. As an instructor, I am able to zero in on advertising that the students feel strongly about (both positive and negative) to help shape classroom content and conversation.

At the end of each semester I hosted an informal coffee meeting for my JL MC 206 and JL MC 307x classes. I used it as an opportunity to solicit suggested class improvements from the students. Where appropriate, their suggestions have been incorporated into the course structure.

Reviewed previous JL MC 242 exams for bad questions and revised to better assess student learning.

Students in the one-on-one meetings asked for more specific guidelines for the annotated bibliographies assignment, a suggestion that I implemented immediately into the course.

Students completing the midterm teaching evaluations each semester had positive responses to the course. In response to specific student recommendations, students: 1) can view PowerPoint slides on Blackboard immediately following the class period in JLMC 474; 2) will complete an additional public relations assignment for JL MC 201 in response to student demand.
Created study guide for final exam in JL MC 476 based on student feedback in midterm evaluation.

Incorporated more discussion of international current events based on student feedback in midterm evaluation in JL MC 476.

At requested on student evaluations, I changed the grading percentages in JL MC 101 to weigh the tests less and assignments more. I felt this was a fair request and one that better captures the work they do in class.

Introduced an online collaboration in JL MC 574 in fall 2015 to allow more international perspectives on the topic of digital divide, based on student feedback.

After several semesters of the curriculum committee discussing the need for a journalism principles course, I created an experimental course proposal that was approved by the LAS curriculum committee in December 2015.

After several semesters of the curriculum committee discussing the need for a comprehensive upper-class multimedia journalism course, I worked with Lisa Munger Oakes to prepare a syllabus for use beginning fall 2016.

I added hands-on activities to ADVRT/P R 301 and ADVRT/P R/JL MC 497G based on written evaluations from previous semesters and in-class evaluation feedback.

Checked in with former JLMC 201 students to ask whether they felt the class had prepared them for later writing courses and their internships.

Restructured JL MC 202 based on student feedback to include a mid-term feature story, fewer class speakers, slower ramp up to beat coverage and more individual conferences. Added reading quizzes to JL MC 202, switched textbooks and reading assignments to better target students’ needs.

Continued weekly internship blog, Wednesday Water Cooler. Based on feedback that student knowledge was hazy on agency structure and job titles, I added additional emphasis to this area in the ADVRT 230 course.

In response to student suggestions, I also expanded and revised the broadcast writing unit to include integrating technical directions into the script, along with writing the spoken content.

Student feedback from JL MC 560 suggested that students struggled with some of the assigned readings. I am reviewing new textbooks on risk and science communication, and I may replace and/or add new material.

Students were concerned about some of the requirements for JL MC 347 (e.g., visuals, discussion board comments, story 1 rough draft). To alleviate concerns, I reviewed the concerns in class, discussed the rationale behind specific course requirements and, when possible, implemented a number of changes. For example, I revised the schedule to add more time for in-class writing and feedback, created additional opportunities for extra credit, posted the assignment rubrics, and invited Matt Wettengel to class to provide students with additional ideas about creating unique visuals.

To better facilitate the evaluation of students in JL MC 307x, totally reworked the course structure to allow for detailed assessments of student performance working independently and in teams. The result has been improved understanding and use of all course-related hardware and software.
Completed midterm teaching evaluations in each course to track student progress. Conduct at least two one-on-one meetings with all students enrolled in my courses each semester.

Continued to conduct 5-week evaluations of my classroom courses to garner early student feedback.

Based on mid-term feedback among students in my classes, changes in the class were adjusted. For example:

- “Very popular” with students was starting class with review of a professional case study from the national Effie Awards. However, they wanted to have more discussion on strategy and dissecting the campaigns. So, more of that activity was incorporated into the class.
- More interaction among “agency” groups and in-class projects in ADVRT 434 – sharing ideas, strategies, and client feedback during second half of the semester. Wanted to know more of what the other groups were experiencing.
- Integrated more social media in all the classes as it pertains to advertising: promoted tweets, Facebook advertising, etc.
- Added more PR content to advertising curriculum as to how advertising/PR campaign integration works together.

Began mid-semester evaluations in online class CLPS 333.

Conducted a formative and mid-term evaluation of JL MC 347.

Used feedback from JL MC 110 evaluations to expand opportunities available for out-of-class experiences.

I added individual meetings with JL MC 201 students after early writing assignments when it was clear that written feedback alone might be inadequate to help them grasp concepts.

Distributed a “Three-Week Check Up” survey to students in ADVRT 301, 336, 321, and 434. Also, incorporated “Self-Assessments” at the Mid-Term and Final portions of each class. These self-assessments provided students an opportunity to share their thoughts related to academic performance and class participation.

Established a business environment within the classroom that linked curriculum back to real-life clients, case studies, exercises or assignments. Consistently discussed “how” curriculum would help students in their internships or first jobs following graduation. Feedback from the students cited that this approach was deeply valued.

**Direct Measures**

Updated content in JL MC 242 to encompass virtual reality and augmented reality in response to industry usage.

Revamped material to adapt to changes in digital publishing practices and standards (JL MC 317).

Invited CELT Director Ann Marie Vanderzanden to conduct peer teaching evaluation of JLMC 474 (Communication, Technology and Social Change), feedback was very positive and suggestions from evaluation will be implemented in futures semesters.

Joi Lee, an editor at Ryot News, met with JL MC 315 students twice a month via Skype to critique their work. Several students had their work published on the Ryot.org website.
I attended pre-conference on social media measurement at AEJMC and incorporated the content from the pre-conference into ADVRT/P R/JL MC 497G to meet the expectations from academia and industry.

Focused ADVRT 335 on political media planning. Students worked directly with political media planners such as National Media in DC and Blue Strategies in Des Moines. Continued this project into 2016.

Feedback from advertising agencies and digital agencies pointed to a new opportunity for creative students: digitally-oriented creative (sometimes called “technologists”) were begin invited to join creative teams. With Wallapak Tavanapong and Sherry Berghefer, I created ADVRT 497J. The course was monitored and students coached a member of Google’s Creative Collaborations team. Outcomes included projects for Clear Channel Outdoors, the State Department’s Agency for International Development, and our College of Liberal Arts and Sciences.

In News Writing and Reporting, continued having guest professionals critique media kit projects each semester.

Professional critiques of campaigns in ADVRT 434 (Advertising Campaigns) by owner of Ames business Black Market Pizza, our semester-long client. ADVRT 434 comments from Black Market Pizza owner Greg Harvey:
  - “Research done here is beyond my expectations. I had some inkling of what you uncovered, but this has really been great.”
  - “These ideas have been very creative, you really understand what we’re about and who are target customer is.”

Secured creative advertising professional critiques for students’ online portfolios.

Brought high-level clients to critique ADVRT 434, Advertising Campaigns, final class presentations. Clients included Iowa Lieutenant Governor Kim Reynolds and Iowa Women Lead Change President and CEO Diane Ramsey.

**Course Enhancements**

Continued practice of including all descriptions of major assignments as an appendix to syllabi so students have the whole course in one document.

Rewrote assignment descriptions and course policies after each term to address issues of confusion.

Began including live links to readings and other course content in the PDF to save students the extra step of logging into Blackboard every time.

In Media Law, converted from two larger papers to having a focused research and writing assignment with each unit of the course. Also added multiple-choice “reading guide” open-book quizzes on Blackboard to reinforce the major points for each unit along with discussing them in class.

Re-allocated in-class time to put more emphasis on basic skills before assigning major projects.

Added a table to the course syllabus displaying how all course assignments and activities match course objectives.
Coordinated JL MC 201 advertising curriculum with Dr. Abbott between his class and my ADVRT 334 (Creative Advertising). I lectured and Dr. Abbott assigned an advertising project for JL MC 201. Students in my ADVRT 334 provided critiques of their work and presentations.

Created additional content involving social media for ADVRT 334 (Creative Advertising). This included reviewing case studies for award-winning interactive work and developing more detailed storyboards for projects.

Coordinated press conferences scenarios with faculty teaching basic news reporting course.

Added data-driven projects requiring the use of advanced Excel features such as pivot tables to ADVRT 335 assignments.

Added a mock newspaper assignment in JL MC 461 to give students a hands-on way to apply primary and secondary research.

Fine-tuned my grading rubric for news stories in JL MC 201.

Met with other faculty and Joel Geske to coordinate learning objectives amongst JL MC 201 sections and on behalf of JL MC 202. Added using statistics in a news story to JL MC 202 and removed from JL MC 201.

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.

Added more detailed and comprehensive course learning outcomes and student learning objectives to syllabi of JL MC 201, 206 and 307x.

To help students improve their production planning and communication skills, I added a Production Proposal Form in JL MC 307x that must be completed and approved prior to starting every video project. Students are required to explain their project in terms of projected time and equipment needs, intended audience and final presentation platform.

Created an interactive syllabus specifically designed for mobile use (JL MC 242).

Coordinated with the other JL MC 316 instructor to ensure syllabi matched in outcomes and core competencies.

Added rubrics to better assess technical software proficiencies (JL MC 316).

Continued to add discussion board items to foster critical analysis and interaction (JL MC 242).

Included more hands-on exercises not found in the textbooks to build skills (JL MC 316).

Incorporated curated list of Lynda.com tutorials in order to allow students more skills practice (JL MC 316).

Hosted data journalism expert Brant Houston in JL MC 598P (Big Data and Society). Houston is the Knight Professor in Investigative and Enterprise Journalism at the University of Illinois.

Hosted Ethan Klapper (via Skype) in JL MC 474 (Communication, Technology and Social Change). Klapper is the Global Social Media Editor for the Huffington Post.
Outcomes Assessment 2015

In JL MC 315 I arranged cooperation with Ryot.org to cover Iowa Caucus events with 360 degree virtual reality cameras. Ryot provided us with cameras and training, via Skype.

Organized international collaboration with students from Romania in JL MC 476.

Met with other JL MC 201 instructors to make sure my syllabus was up to date with the shared objectives set by the other section instructors.

Brought in graduate student alumni from Minneapolis and Connecticut virtually to enhance learning in JL MC 592 in fall 2015.

Worked with Prof. Lucht to coordinate my multimedia course with her editing course to cover the Iowa caucus.

Expanded immersion reporting assignment to serve as capstone assignment for the course, that allowed students to spend significantly more time reporting and writing; added student editing exercises to published magazine articles; incorporated new course unit on fact checking. (JL MC 344)

Created class evaluation after 6 weeks to determine strengths and challenges of lecture class.

Added several in-class assignments to break up lecture series (e.g. small groups pitch editorial content; strategize magazine publicity pitches; create magazine crisis communication PR plan).

I invited academic and/or industry guest speakers in all courses I taught (ADVRT/P R 301, ADVRT/P R/JL MC 497G, JL MC 510) to give students an opportunity to interact with professionals with expertise in relevant areas.

Students from multiple classes teamed up to provide the Investigative Reports unit of the Des Moines Register with data for a series of articles. I hope that this is the first of many data-driven cooperative projects between Greenlee and local media.

Enhanced with ADVRT 230 recent-grad to student connection project “Wednesday Wake Up Calls” with weekly Skypes with media professionals in LA, New York, Minneapolis, Austin, Denver and Des Moines. Jobs include advertising agencies, digital firms, public relations firms.

Developed new syllabi for both JL MC 560 Risk Perception and Communication and JL MC 497 Risk Communication. The new courses focus on inquiry-based activities, student-led discussion/debate, and applied learning projects.

Met with faculty for ADVRT/PR 301 (Research & Planning for Advertising and Public Relations) classes to ensure ACEJMC-style objectives were being met and consistent, that assessment pre- and post-tests were consistent and to share ideas for teaching and engagement with the other instructors.

Added requirement for ADVRT/PR 301 students to utilize Greenlee’s focus group room (with two-way mirror) to simulate real-world experiences in research.

Met with JLMC 201 faculty to align course syllabi to ACEJMC objectives.

Added new topics to JL MC 474 (in response to current events) including: cyberbullying, online political organizing/activism, privacy/security debates surrounding tech companies and global terrorism and communication within smart cities.

Updated all syllabi to ensure and include teaching and assessment of ACEJMC objectives.
Adopted team-based learning (TBL) as a formal pedagogical component to JL MC 401 in fall 15.

Having students in 301 working on a semester-long research project with the University Museums in spring 15.

Introduced “learning by doing” as an effective approach into research methods class at graduate level (in JL MC 598). Students’ research ability was improved and their research skills were honed through preparing course assignments as a step-by-step development of their master theses or creative components.

Met with other faculty to coordinate AEJMC-style objectives for ADVRT/P R 301 sections.

Created self-reflection report and revised syllabi for ADVRT/P R 301 and ADVRT/P R 497G.

Added AEJMC-style course objectives for P R 420X and JL MC 520.

Invited other faculty to attend students’ poster presentations in JL MC 461.

“Wigton’s ISU Classes” Facebook page continues to be a successful engagement tool with 441 likes. As with Twitter, students in all my classes are able to have conversations on this social media platform no matter what class they are in or what their discipline is. Past students working in the corporate world also post campaigns they are working on and career advice.

Added review/analysis of professional EFFIE-winning case studies in all advertising classes. This is a national competition in which most agencies participate. Students are exposed to strategy and process of this industry-wide event.

ADVRT 334: I made a concerted effort to identify amazing work being done by students and encouraged them to compete in the American Advertising Awards competition. Once identified, I mentored those students to bring their work to an even higher level. Thirteen advertising projects across all media made the finals and submitted to the Addy competition.

Added an additional project to the summer JL MC 101 class to allow students the opportunity to show, through a poster presentation, how mass media had affected their lives during the course of the summer semester.

In fall 2015, I added a sustainability component to all of my classes and students are evaluated on their use of sustainable strategies and language.

In spring 2015, I added a new assignment to P R 424 to allow the students to individually show their ability in critical thinking and to develop a catalog of best practices in public relations.

CLPS 333- Worked with ELO to clarify learning outcomes for each learning module and assessment.

Enhanced CLPS 333 Online with additional instructional videos and topic-specific videos. Moved online discussion to Voice Thread so students could have a more interactive environment.

Continued to coordinate with other JL MC 201 instructors on course objectives.
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<th>Outcomes Assessment Year</th>
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\(^3\)Course enhancements include instructor-initiated improvements, updating of content, and course adjustments and preparations not necessarily in response to feedback loops associated with indirect and direct measures.

\(^4\)Includes any references to the ACEJMC 12 values and competencies, learning outcomes or any direct references to the accreditation standards.