

professionals and alumni in the fields encompassed by the school. It is a circular system that evaluates student learning at the program level with a focus on cohorts. The key to effective assessment is stating and communicating clear learning objectives, assessing the related learning outcomes, and then taking action to improve the achievement of those learning outcomes. The Manship School has chosen a distinctive way to express and communicate its learning outcomes

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This plan was modified before the last accreditation report following to the Southern Association of Colleges and Schools (SACS) and the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) specifications. The modified plan was voted on in October 2013 and put in place immediately. This plan called for a simpler, yet more applicable process that will net the school better data in order to improve our teaching strategies and better meet our course and program outcomes. The plan was modified again in December 2019 and in April 2021 to ensure compliance with SACS and ACEJMC.

follows, specifying how the school uses direct and indirect measures to assess programmatic student learning.

The measures include:

- Capstone Senior Manship Exam (direct measure)
- Capstone Senior e-portfolio/project evaluations (direct measure)
- Aggregate Internship Evaluations (indirect measure)
- Student Awards (indirect measure)
- Student Exit Survey (indirect measure) (ended in 2018)
- Alumni Survey by Career Services (indirect measure)

The 1, 2, 3s of a Manship Education Goals & Student Learning Outcomes

Believe it. Know it. Share it.

These professional values and competencies are endorsed by the faculty and are woven into the course learning outcomes throughout the curriculum. Upon completion of the Manship School course work, graduates should value, understand and be able to implement the following:

1 Values Believe it

Learning outcome: Freedom of Expression and the range of systems of freedom around the world.

ACEJMC expectation: Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located.

Learning outcome: Historical roles of media institutions and individuals in society

ACEJMC expectation: Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.

Learning outcome: Ethical ways of pursuing truth, accuracy, fairness and diversity

ACEJMC expectation: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

Learning outcome: Diversity of ideas, viewpoints and experiences domestically and globally

ACEJMC expectations: Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.

Assessment Plan

The plan contains multiple direct and indirect measures designed to work together to fulfill the obvious key assessment point is the capstone courses in each area of study in the Manship School. A matrix of core values and competencies covered by each class is attached.

Undergraduate Assessment Measures

Direct Measures

Capstone Senior Manship Exam (direct measure)

Seniors in all four concentrations² digital advertising, journalism, public relations and political communication² are required to take the Manship Exam at their end of their capstone courses. The core of this electronic exam is made up of 70 questions, five questions for each of the 10 values and competencies (except for writing, which has 15). Once ACEJMC shifted from 12 to 10 values and competencies, the diversity questions remain the same, but global and domestic diversity questions were scored as one value/competency. Likewise, the critical thinking questions and the research questions were scored as one value/competency. The analysis consists of breaking down the test by outcome question and allows for comparison across areas. This exam is also given to all students in the introductory media writing class (2000-level) that serves as a gateway class into the school. This allows for comparisons of growth in knowledge between new and senior students. Student learning issues are identified and then discussed in Area meetings and changes are implemented based on these discussions. Again, this test is given to all students enrolled in MC 2010 Media Writing course. The mostly-freshmen in this class serve as a baseline of comparison with our seniors in order to provide a true measure of programmatic learning and progress.

Frequency: Annual

Capstone Senior Portfolio Evaluations (direct measure)

Seniors in all four concentrations, digital advertising, journalism, public relations and political communication, turn-in an electronic portfolio of their work at the end of the capstone course in their area. These portfolios are evaluated by professionals and faculty according to the attached rubric. The panel evaluates the level of student learning of the values/competencies on a 1-5 scale. The scale is articulated in the attached rubric. The Manship faculty members who teach the capstones gather the portfolios of 20 percent of the class for assessment. After the evaluation takes place, the area heads compile the reports from the panels and discuss the findings with other faculty who teach the courses. Student learning issues are identified and then discussed in Area meetings and changes are implemented based on these discussions.

Frequency: Annual

Indirect Measures

Aggregate Internship Evaluations (indirect measure)

The Manship School uses a web-based evaluation form for student internship supervisors to provide their evaluations of student performance. This data is reviewed three times per year by

Schedule of Course Assessment

COURSE	FALL	SPRING
MC 2000 (Gen Ed)	X	X
MC 4005 (PR capstone)		X
MC 4045 (Ad capstone)		X
MC 4105 (Journ capstone)		X
MC 4106 (Journ capstone)		X
MC 4520 (Poli comm capstone)		X
MC 4600 (Alternative capstone)		X

ACEJMC Values and Competencies in Core Courses for All Students

ACEJMC Values and Competencies	Core Courses						
	MC 2000	MC 2010	MC 2015	MC 2035	MC 3080	MC 3333	MC 4090
Freedom of speech	X	X	X	X	X		
Multicultural history	X	X			X	X	
Culturally proficient communication		X	X	X	X	X	
Present images and information effectively		X	X	X		X	
Write correctly and clearly		X	X	X	X	X	X
Professional ethics	X				X		X
Apply critical thinking in conducting research					X	X	X

Apply statistical concepts

CAPSTONE COURSE EVALUATION MATRIX

DIRECTIONS: PLEASE RATE THE STUDENT WORK YOU REVIEWED (IN AGGREGATE) ACCORDING TO THE SCALE BELOW (1-5). PLEASE REFER TO THE DESCRIPTION OF EACH COMPETENCY (1-10). IN THE BOX PROVIDED BELOW EACH COMPETENCY, INDICATE THE DEGREE TO WHICH THE SAMPLE DEMONSTRATED ACHIEVEMENT OF THAT COMPETENCY. PLEASE REFER TO THE MATRIX RUBRIC AND THE DEFINITIONS BELOW.

1	2	3	4	5	N/A
POOR	FAIR	GOOD	VERY GOOD	EXCELLENT	

Scoring Rubric Definitions*

A 5 (**Excellent**) on the scale represents:

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In-depth knowledge of theory, practices, techniques, formats, and contexts related to the core objective.

The ability to relate knowledge of core objective to multiple scenarios and other disciplines.

