2016 Kent JMC Assessment Report

Prepared for the faculty and administration of Kent State University’s School of Journalism and Mass Communication

July 9, 2016
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Introduction to the 2016 Report

Each year it is the responsibility of an appointed Assessment Coordinator to produce a progress report on Kent State University's School of Journalism and Mass Communication.

The purpose of assessing our School’s adherence to rigorous academic standards is threefold:

• **First**, it provides JMC faculty and administration with an appraisal of our curricular proficiencies and potential areas of improvement;

• **Second**, it provides an understanding of our students’ academic strengths and weaknesses;

• **Third**, it acts as a primary mechanism to earn reaccreditation from our discipline’s national accrediting body, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC).

To create the 2016 JMC Assessment Report, I used three assessment tools:

1. The JMC Faculty Survey, which asks our faculty to indicate the extent to which they teach our School's 12 Core Values and Competencies (for a list, see Appendix 3);

2. The Graduating Senior Exit Exam (GSEE), which is an multiple-choice test that evaluates students’ conceptual knowledge of our School's 12 Core Values and Competencies;

3. The Culminating Experience Team Assessment (CETA) Survey, which asks our faculty and a small group of media professionals to evaluate how well our students’ capstone classwork reflects our School’s 12 Core Values and Competencies.

The methodology for each of these tools is explained in the sections that follow.

*By no means are the metrics used in this report to assess faculty and students perfect—a fact I address in the limitations section (see pp. 28–29).* Rather, the findings outlined in this report should be interpreted as rough estimations of what our faculty teach and what our students learn.

Importantly, the data collected to create this report are a result of ongoing annual contributions by our faculty and students. I thank those who gave their time and energy to complete the 2016 JMC Faculty Survey, GSEE, and CETA. Your help is greatly beneficial to improving our School’s mission and earning reaccreditation from ACEJMC.

My enormous thanks also goes to Dr. Danielle Sarver Coombs for her previous work as Assessment Coordinator. Her efforts in past years to locate, adapt, create, and administer assessment instruments has enhanced our School’s mission and made ACEJMC reaccreditation possible (and my job a lot easier).

Thank you.

Sincerely,

Chance York
Assistant Professor of Mass Communication
School of Journalism and Mass Communication
Kent State University
JMC Faculty Survey

The JMC Faculty Survey assesses how full- and part-time Journalism and Mass Communication faculty implement the 12 Core Values and Competencies outlined by ACEJMC and adopted by Kent JMC in the classroom (for a complete list of values and competencies, see Appendix 2).

For this survey, each faculty member is asked the degree to which they implemented the 12 Values and Competencies in courses they taught in Fall 2015, Spring 2016, and Summer 2016.

Methodology

The Faculty Survey survey was fielded from June 20, 2016 to July 13, 2016.

The survey method was purposive—on June 20, the survey administrator sent a faculty-wide email requesting participation in the study.

A total of $n = 39$ JMC faculty members completed the survey during this period. Of those who completed the survey 16 were full-time faculty members and 23 were part-time faculty members.

Because there were 27 full-time faculty members in JMC at the time of survey administration, this resulted in a response rate of $12/27 = 59.26%$; for part-time faculty the response rate was $23/52$ or $44.23%$.

Of those responding, 53.85% were male and 46.15% were female.

Respondents reported an average of $M = 10.79$ years of teaching at Kent State JMC ($sd = 5.47$).

A total of four Advertising faculty (10.26%), four Digital Media Production (DMP) professors (10.26%), 23 Journalism faculty (58.97%), and eight Public Relations faculty (20.51%) completed the survey.

Notably, 18 faculty members (46.15%) submitted responses on only one course; nine faculty members (23.08%) reported on two courses; seven (17.95%) reported on three courses; three (7.69%) reported on four courses; and two faculty members (5.13%) reported information for five unique courses he or she taught from 2015-2016.

Findings

Implementation of 12 Values and Competencies Across the School of JMC

Because the primary purpose of this survey is to assess the degree to which faculty implement JMC’s 12 Core Values and Competencies in the classroom, I begin by showing results from a instructor-level analysis, using each instructor as the unit of analysis.

First, I conducted a summary analysis by averaging scores on each value and competency (e.g., writing clearly, history, law, statistics) across instructors and courses.
Figure 1.1 visualizes this summary analysis.

As shown in Figure 1.1, our instructors’ most widely implemented value and competency is critical thinking ($M = 4.70$, $sd = 0.52$, range = 1 to 5), followed closely by ethics ($M = 4.25$, $sd = 1.01$, range = 1 to 5), clear writing ($M = 4.16$, $sd = 1.13$, range = 1 to 5), and critical evaluation ($M = 4.06$, $sd = 1.20$, range = 1 to 5).¹

These four values and competencies—critical thinking, ethics, writing, and critical evaluation—had the highest averages across instructors and courses taught.

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¹ Note that the relatively low standard deviation in critical thinking scores (0.52) suggests that instructors rarely diverge from the overall mean score across courses. The standard deviations are larger for ethics and writing, suggesting more variability in scores across instructors and courses.
Instructors commonly reported implementing image presentation concepts in coursework \( (M = 3.91, sd = 1.03, \text{range } = 1 \text{ to } 5) \), focusing on domestic diversity \( (M = 3.88, sd = 1.11, \text{range } = 1 \text{ to } 5) \), global diversity \( (M = 3.87, sd = 1.08, \text{range } = 1 \text{ to } 5) \), professional technologies \( (M = 3.86, sd = 1.12, \text{range } = 1 \text{ to } 5) \), and history of mass media and its professions \( (M = 3.69, sd = 1.12, \text{range } = 1 \text{ to } 5) \).

In stark contrast to these scores were the scores for media law and statistics. Scores were relatively low for the media law competency \( (M = 3.44, sd = 1.41, \text{range } = 1 \text{ to } 5) \) and the statistics and numerical concepts competency \( (M = 2.11, sd = 1.03, \text{range } = 1 \text{ to } 5) \).

To better understand breadth of implementation, Table 1.1 rank orders our 12 Core Values and Competencies from most widely implemented (critical thinking) to the least used (statistics and numerical concepts).

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>4.70</td>
<td>0.52</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Ethics</td>
<td>4.25</td>
<td>1.01</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Writing</td>
<td>4.16</td>
<td>1.13</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Critical Eval</td>
<td>4.06</td>
<td>1.20</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Images</td>
<td>3.91</td>
<td>1.03</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Research</td>
<td>3.89</td>
<td>1.18</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Diversity</td>
<td>3.88</td>
<td>1.11</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Global</td>
<td>3.87</td>
<td>1.08</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Tech</td>
<td>3.86</td>
<td>1.12</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>3.69</td>
<td>1.12</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Law</td>
<td>3.44</td>
<td>1.41</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Statistics</td>
<td>2.11</td>
<td>1.03</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 1.1. Core values and competencies ranked by use in the classroom.

Implementation of 12 Values and Competencies By Sequence

It is possible that instructors teaching in different sequences (Ad, DMP, Journalism, PR) may vary in the types of values and competencies they implement due to the nature of coursework in the sequence.
I explore this possibility graphically in Figure 1.2.

This figure shows average scores on each value and competency for instructors teaching in Advertising, Digital Media Production, Journalism, and Public Relations.

To a large extent, these results reflect what the reader might expect: For example, Ad and DMP faculty mainly concentrate on image presentation and technological values and competencies; Journalism and PR faculty focus on writing and ethics.

It should be noted that law and statistics—the least implemented values and competencies across the School’s curriculum—are taught most widely among Journalism and Ad faculty, respectively; however, mean scores for both of these competencies are still low compared to scores for the Ad and Journalism sequence’s other values and competencies.

Critical thinking, meanwhile, is a staple of the curriculum; it is the most widely implemented competency within each sequence.

![Bar chart illustrating JMC faculty implementation of 12 Values and Competencies at the sequence level. Individual bars represent mean scores on each value and competency. Scores ranged from 1 to 5.](image)

**Figure 1.2.** Bar chart illustrating JMC faculty implementation of 12 Values and Competencies at the sequence level. Individual bars represent mean scores on each value and competency. Scores ranged from 1 to 5.

Clearly there is variation in instructional focus on values and competencies within and between sequences; however, considering all of the available data, are these sequence-level differences in focus substantial, i.e., large enough to be statistically meaningful?
Yes. The teaching of two values and competencies—law and ethics—varied between sequences to the extent we’d expect them to be meaningfully different.

A one-way analysis of variance (ANOVA) showed a difference in teaching law by sequence $F(3, 39) = 4.76, p<0.01$. Specifically, a Tukey HSD post-hoc test revealed that there is a substantial mean difference ($Md = 2.07$) in implementing legal principles in Advertising courses ($M = 1.96$) and Journalism courses ($M = 4.03$).

A separate ANOVA showed that ethical principles are implemented at differing rates across sequences $F(3, 39) = 3.40, p<0.05$. A Tukey HSD post-hoc analysis revealed that instructors in Journalism ($M = 4.61$) focus on ethics more widely than do instructors in DMP ($M = 3.00$), with a significant difference in focus on ethics occurring between these sequences ($Md = 1.61$).

### What Percentage of Students Learn?

Respondents were asked to estimate the percentage of students in each course who understood the values and competencies associated with the course.

The overall average across instructors for this item was high ($M = 84.01$, $sd = 12.37$, range = 36.00 to 100.00), indicating that respondents generally felt students learned the relevant values and competencies emphasized in the classroom.

There was considerable variability in student learning of relevant values and competencies across sequences, which I detail in Table 1.2.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Mean (%)</th>
<th>Std. Dev</th>
<th>Min</th>
<th>Max</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>90.02</td>
<td>4.74</td>
<td>83.33</td>
<td>93.75</td>
<td>4</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>79.15</td>
<td>28.94</td>
<td>36.00</td>
<td>97.60</td>
<td>4</td>
</tr>
<tr>
<td>Journalism</td>
<td>82.19</td>
<td>10.38</td>
<td>57.75</td>
<td>100.00</td>
<td>23</td>
</tr>
<tr>
<td>Public Relations</td>
<td>88.66</td>
<td>6.32</td>
<td>82.00</td>
<td>100.00</td>
<td>8</td>
</tr>
<tr>
<td>All Sequences</td>
<td>84.01</td>
<td>12.37</td>
<td>36.00</td>
<td>100.00</td>
<td>39</td>
</tr>
</tbody>
</table>

Table 1.2. Sequence-level evaluations of student understanding of values of competencies.

Notably, DMP instructors indicated the lowest percentage of students understanding values and competencies relevant to courses taught ($M = 79.15$); Advertising instructors indicated the highest amount of learning ($M = 90.02$). There were not, however, any significant mean differences between

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2 Results from ANOVAs do not imply these were the only differences in teaching values and competencies across sequences. Rather, these results suggest that there were statistically meaningful (read: numerically large) differences between Journalism and Advertising instructors on law, and Journalism and DMP instructors on ethics.
sequences, suggesting that instructors from all sequences believe students understand approximately the same amount of information related to values and competencies.

What Do Faculty Say About Teaching Values and Competencies?

A single open-ended survey item asked instructors to discuss specific ways they implement JMC’s 12 Core Values and Competencies in their curriculum. This item also asked respondents to identify ways they could better incorporate relevant values and competencies, if possible.

Table 1.4 shows examples of verbatim faculty responses that provided illustrative descriptions of the implementation of particular values and competencies.

<table>
<thead>
<tr>
<th>Value/Competency</th>
<th>Quote #1</th>
<th>Quote #2</th>
<th>Quote #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>“The students create three original works of feature journalism, as well as several shorter pieces designed to show how well they can integrate feature-writing techniques into their journalism.”</td>
<td>“This course focuses on grammar, usage, punctuation, and style (GUPS)...the focus is obviously on writing and visual presentation of information.”</td>
<td>“This course focuses on teaching incoming graduate students writing skills, with an emphasis on learning APA style.”</td>
</tr>
<tr>
<td>Technology</td>
<td>“…While they still had to show they could report and write a two- or three-source news story, students also had to show proficiency with alternative forms that include live-tweeting or live video from an event, multimedia packages, listicles and other forms.”</td>
<td>“I require the final project to be well-integrated with multimedia elements and presented on a digital platform, and the students need to present the work publicly at the end of the course.”</td>
<td>“PR Publications addresses the JMC Values and Competencies by: 1) Using the newest iterations of software to develop skills related to online and print design…”</td>
</tr>
<tr>
<td>Research</td>
<td>“Researching and conducting environmental scans for outside clients is a major part of the course. I incorporated a video series in my section that showed the need for cultural competency to perform effective environmental scans.”</td>
<td>“Research &amp; Measurement in Ad and PR addresses many of the competencies through the lens of primary research (Writing/critical thinking as it related to reporting their findings/recommendations, ethics of research as it pertains to autonomy and confidentiality).”</td>
<td>“As we talked about research and measurement, I constantly incorporated real-life examples into my class…examples that I felt would be relevant to my students as well as open their eyes further in understanding the world around them.”</td>
</tr>
<tr>
<td>Diversity</td>
<td>“I like to focus the students on… issues of race, ethnicity, gender and global media. The course fulfills the university’s domestic diversity requirement.”</td>
<td>“The course encourages students to consider the diverse audiences they communicate with and put themselves into their audiences shoes.”</td>
<td>“The course speaks to the values and competencies in media diversity addressing the pandering of stereotypes in various forms.”</td>
</tr>
</tbody>
</table>

Table 1.4. Illustrative quotations from faculty on teaching values and competencies.

Faculty repeatedly gave concrete examples on how they emphasize clear writing in their curriculum, by integrating specific assignments such as “three original works of feature journalism,” or by orienting an entire course toward “grammar, usage, punctuation, and style (GUPS).”
Instructors also discussed the importance of teaching students foundational principles of industry styles (e.g., Associated Press style) as well as scholarly writing styles (e.g. American Psychological Association Style).

It was also clear how faculty teach students about—and using—various media technologies.

For instance, one instructor said students show proficiency “with alternative story forms that include live-tweeting or live video from an event, multimedia packages, listicles and other forms.”

Throughout the verbatim responses, faculty consistently mentioned the importance of teaching new media technologies in the classroom as fundamental to student understanding of the media professions.

Research was also mentioned frequently by faculty.

One faculty member said he or she uses “environmental scans for outside clients [as] a major part of the course,” while another faculty member mentioned “primary research” projects being conducted in Ad/PR curriculum.

Faculty also consistently mentioned how the abstract nature of research should be constantly related to the real world via example.

While several faculty members mentioned they incorporated diversity in their curriculum, the overall results show an inability to articulate concrete examples of how diversity is implemented in the classroom environment.

One instructor mentioned a general course focus on “issues of race, ethnicity, gender and global media.” Another faculty member said his or her course addresses “pandering of stereotypes in various forms.” In both examples, it is unclear exactly how faculty are teaching diversity in the classroom, although it is perhaps telling that multiple faculty made direct mention of the importance of teaching diversity in terms of gender, race/ethnicity, and sociocultural differences.

**Summary of Findings**

The purpose of this survey was to determine how JMC Faculty institute our 12 Core Values and Competencies. Below I highlight the major takeaways from this year’s survey.

**Finding #1: We’re Training Ethical and Discerning Communicators**

The survey results indicated a majority of faculty teach critical thinking, adherence to professional ethical principles, clear writing, and the ability to critically evaluate media content.

While average scores on these four values and competencies varied by sequence, scores were consistently high within each sequence, particularly with regard to critical thinking.

**Finding #2: We Could Place More Emphasis on Media Law and History**
Across all sequences, respondents indicated media law and history are infrequently emphasized in the classroom.

There are certain exceptions to this rule; for example, journalism faculty reported relatively stronger emphasis on media law curriculum than did faculty in other sequences, and PR faculty reported relatively stronger emphasis on media history.

Courses such as Law of Mass Communication (JMC 40006/50006), Law for Advertising and Public Relations (JMC 40016/50016), and Public Relations History and the Modern World (JMC 68009) are dedicated to covering these topics, but the results still suggest JMC faculty could place added emphasis on media law and history in their curriculum.

Finding #3: Statistics is a Growth Area

JMC faculty members reported they rarely focus their curriculum on statistics and numerical concepts. In fact, statistics was the least emphasized value and competency among faculty in almost every sequence.

This result could be viewed as a potential area for growth in our curriculum.

Our School has been steadily adding courses on data analysis (JMC 36010, Interviewing and Data for Journalists; JMC 60195, St: Big Data), and we have held data-focused extracurricular events such as the Fall 2014 Poynter Media Ethics Workshop on Big Data and Privacy. Moreover, our students are required to take courses outside our School that develop their abilities in statistics and numerical concepts, such as MATH 10041 Elementary Probability and Statistics.

Nevertheless, we might improve our focus on statistics and numerical concepts by developing additional JMC courses in this area.

Finding #4: Faculty Emphasize Diversity But Don’t Articulate How That’s Done

Diversity is routinely emphasized in the classroom according to faculty; however, faculty did not express specific ways in which they teach diversity in the classroom.3

Finding #5: Most Students Learn Values and Competencies Taught

Instructors indicated an average of 84% of students learn the values and competencies relevant to the course.

Faculty estimates of student learning varied across sequences: DMP faculty reported an average of 79% of students learning relevant values and competencies while Advertising faculty reported 90%.

Although these are faculty self-reports, it would appear that there is a perception among faculty that the vast majority of students learn the core values and competencies implemented in the course.

3 It is possible this resulted from the survey item not requesting such examples; nevertheless, concrete examples were provided for other values and competencies, esp. writing and research.
Culminating Experience Team Assessment (CETA)

The CETA survey asks one faculty respondent and two active media professionals to evaluate capstone student projects in each of our School’s undergraduate sequences.

Reviewers were asked to evaluate student capstone projects (e.g., PR Campaigns casebooks and presentations) against our 12 Core Values and Competencies (see Appendix 2). In addition, reviewers were asked hypothetical questions about whether they would recommend and hire our students, and whether our students’ work compares favorably to that of students from peer institutions.

Methodology

The CETA survey was fielded from June 19, 2016 to July 20, 2016.

The survey method was purposive—on June 19, the survey administrator requested responses from four faculty representatives who were also asked to provide recommendations for professional reviewers relevant to their sequence. Using this “snowballing” technique, a total of \( n = 12 \) JMC faculty and professional reviewers completed the CETA.

Of those who completed the survey, 58.33% were male and 41.67% were female.

Respondents ranged in age from 24 to 60 years (\( M = 41.42, \text{sd} = 10.05 \)) and possessed considerable industry experience (\( M = 17.75, \text{sd} = 9.88, \text{range} = 3 \) to 40 years).

Respondents were also well educated (\( M =17.00 \) years, \( \text{sd} = 1.04, \text{range} = 16 \) to 18 years), and a slim majority of respondents reported earning a degree from Kent State University (58.33%).

Four respondents (25.00%) indicated they were Kent State JMC faculty members, while eight respondents (75.00%) reported being non-affiliated industry professionals.

This distribution of faculty and professional respondents resulted in three respondents per sequence—one faculty member, and two professionals.

Each respondent was asked to evaluate student capstone work (e.g., Advertising casebooks and presentations from the Spring 2016 Ad Campaigns course) on the basis of our 12 Core Values and Competencies. Respondents were also asked to compare our students’ work to that of peers at other institutions and beginning professionals. Finally, all respondents were asked a series of basic demographic questions (e.g., age, years of professional experience, etc.).

Findings

Overall Evaluations of Student Capstone Coursework

As with the Faculty Survey results, I begin this analysis by investigating evaluations of student capstone coursework averaged across all four JMC sequences. I then turn to respondent evaluations for individual sequences.
Figure 2.1 illustrates values and competencies external professional and faculty reviewers said were exhibited in Advertising, Journalism, Public Relations, and Digital Media Production coursework.

Each bar on the graph represents the degree to which reviewers, on average, believed the student coursework reflected a specific core value and competency (for a complete list of our values and competencies, see Appendix 3 of this report).

What is perhaps most striking about Figure 2.1 is the rough correspondence between these evaluations and the scores on the same indicators in the Faculty Survey (Figure 1.1).

If we compare Figures 2.1 and 1.1 (see also Tables 2.1 and 1.1), it becomes clear that the values and competencies CETA reviewers said were exhibited in student work are highly similar to the values and competencies our faculty report teaching.

Notably, CETA reviewers reported student work reflected adherence to ethical principles and critical thinking.
And similar to the Faculty Survey, statistics, media law, and media history were all reported as the least implemented values and competencies across capstone coursework; although, see footnotes 4 and 5 on the possibility that certain student materials (e.g., documentary films) did not lend themselves to some of these competencies (e.g., statistics) leading to systematic underestimates.

Table 2.1 reports average CETA scores and standard deviations for each value and competency.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics</td>
<td>3.92</td>
<td>0.08</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Tech</td>
<td>3.92</td>
<td>0.08</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>3.83</td>
<td>0.11</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Research</td>
<td>3.75</td>
<td>0.13</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Images</td>
<td>3.67</td>
<td>0.14</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td>3.58</td>
<td>0.15</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Diversity</td>
<td>3.58</td>
<td>0.15</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Global</td>
<td>3.58</td>
<td>0.15</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Critical Eval</td>
<td>3.50</td>
<td>0.15</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>3.50</td>
<td>0.19</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Law</td>
<td>3.42</td>
<td>0.26</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Statistics</td>
<td>3.42</td>
<td>0.26</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 2.1. Core values and competencies ranked by the degree to which student coursework reflects them.

According to Table 2.1, CETA reviewers said student capstone materials mainly reflected strong ethical principles ($M = 3.92$, $sd = 0.08$, range = 1 to 4), technological knowledge ($M = 3.92$, $sd = 0.08$, range = 1 to 4), critical thinking ($M = 3.83$, $sd = 0.11$, range = 1 to 4), and research abilities ($M = 3.75$, $sd = 0.13$, range = 1 to 4).

Reviewers provided slightly lower evaluations in terms of the coursework exhibiting knowledge of the use of imagery and visual adeptness ($M = 3.67$, $sd = 0.14$, range = 1 to 4), clear writing ($M = 3.58$, $sd = 0.15$, range = 1 to 4), awareness of domestic diversity ($M = 3.58$, $sd = 0.15$, range = 1 to 4), and awareness of global diversity and culture ($M = 3.58$, $sd = 0.15$, range = 1 to 4).

In the opinion of the reviewers, four additional values and competencies were well evidenced in coursework, but less apparent relative to other values and competencies: critical evaluation of media content ($M = 3.50$, $sd = 0.15$, range = 1 to 4), a knowledge of media history ($M = 3.50$, $sd = 0.19$, range = 1 to 4), media law ($M = 3.42$, $sd = 0.26$, range = 1 to 4), and communication-related statistics and numerical concepts ($M = 3.42$, $sd = 0.26$, range = 1 to 4).

Again, the overall distribution of CETA evaluations—particularly at the top and bottom of the distribution—mirror results from the Faculty Survey; however, there are some notable departures.
from values and competencies JMC faculty say they teach and what CETA reviewers reported being exhibited in the student course materials. For instance, while JMC faculty said they placed strong emphasis on clear writing, CETA reviewers tended to place this value near the middle of the distribution.\(^4\) Compared to JMC faculty, CETA reviewers also reported greater emphasis on student application of industry technologies and tools than did JMC faculty.\(^5\) Finally, JMC faculty said they emphasize critical thinking to a greater degree than CETA reviewers said critical thinking was evidenced in student work.

CETA Reviews by Sequence

Figure 2.3 visualizes how CETA reviewers in each sequence evaluated capstone course materials.

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\(^4\) One explanation for this divergence in emphasis might be the type of materials CETA reviewers evaluated: video documentaries, online journalism, visually engaging Ad and PR casebooks and presentations. Many of these materials don’t lend themselves to a straightforward evaluation of writing ability.

\(^5\) Possibly, this discrepancy emerged because a majority of responses to the Faculty Survey discussed implementation of values and competencies in lower-level courses that don’t emphasize tools and technologies, whereas CETA reviewers were given upper-level coursework to review.
Because of the small group size for each sequence \((n = 3)\) there is little variation in scores. For instance, in the DMP sequence, all three reviewers said that student coursework exhibited knowledge of media history and technology “extremely well,” resulting in perfect scores being shown in Figure 2.3.

Small sample size notwithstanding, there was some variation in CETA scores within sequences.

Advertising reviewers tended to give students high marks for knowledge of media history, application of industry technologies, critical thinking, research, and global cultural awareness; lower scores were given for knowledge of visual imagery, statistics, law, and domestic diversity.

CETA reviewers gave DMP students relatively high ratings on technology and research; lower scores were provided for clear writing and successful implementation visual imagery.

Journalism students were given high marks for ethics and the use of imagery in their capstone coursework; writing, critical evaluation, and global cultural awareness were less evident in student work.

Student materials in the Public Relations sequence were highly rated for writing, the application of industry-relevant technology, critical thinking, and ethics; relatively lower scores were given to PR student materials on the history, statistics, and law values.

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**Verbatim Feedback on Student Coursework**

All CETA respondents were asked to “share any specific feedback [they] have regarding the student materials” reviewed.

This item allowed respondents to provide a richer, qualitative evaluation of student materials.

Table 2.1 uses illustrative quotations from faculty and external professional reviewers in each JMC sequence.

Importantly, these quotations were not chosen at random.

I chose them because they were the most verbally rich responses and exemplified an overall theme—or themes, plural—in reviewer responses to the item.

Journalism reviewers, for instance, repeatedly said they believed student writing was vivid and accurate, although they also consistently said students needed to use “tighter, more concise” writing.

Journalism reviewers tended to be impressed with secondary aspects of stories, noting the excellence in presenting “maps and charts,” “visuals,” and “stats.”

Faculty and professional reviewers in Advertising noted the high quality of student casebooks and presentations, particularly with regard to research; however, the overall nature of the verbatim responses stressed a need for improvement in “structure of the presentations” and the need to use “multiple [research] methods or secondary research sources.”
Only one Public Relations reviewer out of three provided verbatim feedback. This feedback, however, was highly descriptive, suggesting the reviewer was “impressed with all four casebooks [he or she] reviewed.” The respondent said the materials “demonstrated an understanding of the strategic principles behind PR planning,” although he or she said the work was plagued by several minor “GSP and formatting errors.”

Digital Media Production (DMP) reviewers stressed how “well done” student materials were overall. Both reviewers emphasized the need for improvement in technical areas of “shot selection, sound mix[ing],” and “fonts chosen for the titles.” That said, these were noted to be relatively minor criticisms and one reviewer for DMP mentioned that these technical issues “are just minor things in which all young professionals struggle with right out of college or in college.”

### How Does Our Student Coursework Compare to Their Peers’ Work?

As mentioned in the CETA methodology, all respondents were asked to compare our students’ work to that of recent college graduates (see Appendix 2, CETA, items 13-16).

---

**Table 2.1.** Representative verbatim responses to a survey item asking CETA reviewers to provide qualitative feedback on student capstone materials.
Table 2.3 shows average CETA evaluations on a single Likert-scale item assessing how well our students compare to recent college graduates or college seniors.

The overall mean score ($M = 4.33$, $sd = 0.14$, range $= 1$ to $5$) indicates the majority of CETA reviewers said our student work is competitive with that of recent college graduates and college seniors, although there is some variation in responses across sequences.

CETA reviewers with expertise in Journalism, for example, reported the lowest overall comparison of student work with that of peers, while PR reviewers gave the highest scores on this item. A one-way analysis of variance (ANOVA) showed this was not a substantive difference between sequences, however, given the scores and small sample size $F(3, 8) = 0.89, p = ns$.

### How Prepared Are Our Students?

A single Likert-scale item asked respondents to determine how well prepared students seemed based on the materials they reviewed.

Table 2.4 shows average responses to this item by sequence.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>4.33</td>
<td>0.33</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>4.33</td>
<td>0.33</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Journalism</td>
<td>4.00</td>
<td>0.00</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Public Relations</td>
<td>4.67</td>
<td>0.33</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Overall</td>
<td>4.33</td>
<td>0.14</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 2.4. CETA reviewer perceptions of student preparation for professional work. Responses were recorded on a Likert scale where $1 = $Not Prepared At All$, and $4 = $Very Well Prepared$. 

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**KENT JMC ASSESSMENT REPORT**  
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All six Journalism and PR reviewers reported student capstone work reflected strong preparation for the professional world; average scores were somewhat lower for Advertising and DMP reviewers, although these differences were not substantial \( F(3, 8) = 0.67, p = ns. \)

The overall average on this item was high \((M = 3.83, sd = 0.11, \text{ range } = 1 \text{ to } 4)\).

### Would CETA Reviewers Recommend and Hire Our Students?

Finally, CETA evaluators were asked how likely they would be to recommend or hire our students based on only the work he or she reviewed.

Table 2.5 shows results from two Likert-scale items: one assessing how likely reviewers were to recommend students, and the other the likelihood of hiring students.

As with the two previous items, overall mean scores were very high on both the recommendation \((M = 3.83, sd = 0.33, \text{ range } = 1 \text{ to } 4)\) and hiring items \((M = 3.75, sd = 0.13, \text{ range } = 1 \text{ to } 4)\), although hiring scores were slightly lower than the score for the recommendation item.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Min</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommend</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>3.67</td>
<td>0.33</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>3.67</td>
<td>0.33</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Journalism</td>
<td>4.00</td>
<td>0.00</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>4.00</td>
<td>0.00</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Overall</td>
<td>3.83</td>
<td>0.11</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Hire</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>3.67</td>
<td>0.33</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Digital Media Production</td>
<td>3.33</td>
<td>0.33</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Journalism</td>
<td>4.00</td>
<td>0.00</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Public Relations</td>
<td>4.00</td>
<td>0.00</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Overall</td>
<td>3.75</td>
<td>0.13</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**Table 2.5.** CETA reviewer perceptions of student preparation for professional work. Responses were recorded on a Likert scale where 1 = Not Likely At All, and 4 = Very Likely.

Variations between sequences were evidenced (see Table 2.4); however, again, these differences were too small to indicate substantive gaps between sequences for the recommendation item \( F(3, 8) = 0.67, p = ns \), or the hiring item \( F(3, 8) = 1.83, p = ns \).
Overall, respondents appeared highly likely to both recommend and hire our students on the basis of their capstone course materials alone.

Summary of Findings

Finding #1: Student Coursework Receives High Marks from CETA Reviewers

The reader should view the findings optimistically: Professional and faculty CETA evaluators provided positive reviews of student capstone coursework, which included online news stories (Journalism), short documentaries (Digital Media Production), and campaign casebooks and presentations (Advertising and Public Relations).

Additionally, the values and competencies reviewers indicated were strongly evidenced in student coursework—particularly critical thinking and ethics—are perhaps unsurprisingly some of the same values and competencies JMC Faculty Survey respondents say they implement in the classroom.

Finding #2: Our Students Are Ethical and Proficient with Industry-Related Tech

CETA reviewers were especially impressed with the degree to which capstone materials reflected students’ adherence to ethical principles in JMC and our respective professional fields. The overall average evaluation of students’ adherence to ethical principles was $M = 3.92$ out of 4.00.

Evaluators were also impressed with the degree to which our students’ capstone coursework reflects knowledgeable application of industry tools and technologies. As was the case with ethics, the technology competency garnered an average score of $M = 3.92$ out of a possible 4.00.

Critical thinking ($M = 3.83$), research ($M = 3.75$), and the adeptness with which students used visual imagery ($M = 3.67$) were also rated as highly prevalent in student work.

Clear written communication, however, received relatively lower marks by CETA reviewers ($M = 3.58$), and verbatim feedback indicated student writing suffered from “minor” errors in grammar, punctuation, and spelling. A score of 3.58 out of 4.00 is positive, yet given JMC faculty’s emphasis on clear media writing, it is perhaps a curious result.

One possible explanation is simply that the student capstone materials used for the CETA—e.g., short documentaries—are focused on visuals rather than the written word. Alternatively, CETA reviewers may be more critical of writing because it’s comparatively easier to analyze in student work than abstract values and competencies such as domestic diversity and global cultural awareness. In any event, the overall score on writing was high, if a bit weaker than might be expected.

Finding #3: Media History, Law, and Statistics Could Be Enhanced

Overall, reviewers indicated students’ knowledge of media history ($M = 3.50$), law ($M = 3.42$), and numerical concepts and statistics ($M = 3.42$) were the least evidenced values and competencies in coursework (see Table 2.1 above).
These findings could be attributed to the visual nature of the materials offered for review (e.g., documentary films), or the abstract nature of these three values and competencies. Still, it is intriguing that the JMC Faculty Survey demonstrated history, law, and statistics are underemphasized in the classroom relative to other values and competencies.

Critical evaluation of media content ($M = 3.50$) was also near the bottom of the value and competency rankings, even though our faculty indicated a strong focus on this competency.

Again, it is important to note that while these values and competencies were ranked lower relative to others, they still received high marks given that measurement ranged from 1.00 to 4.00 on each dimension.

**Finding #4: Reviewers Impressed, But Suggest Students May Lack Attention to Detail**

One broad interpretation of qualitative reviewer feedback is that our students are highly competent and produce impressive work, but often lack attention to detail.

For instance, Journalism and Public Relations reviewers highlighted “minor” problems with grammar, usage, and punctuation; DMP reviewers suggested students could improve “technical” issues concerning “shot selection, sound mix[ing],” and “fonts chosen for the titles”; Advertising reviewers said they were impressed with student casebooks and presentations, but highlighted the need for better organization.

Reviewers repeatedly said student work reflects knowledge of the principles of communication, but needs “refinement” for “minor” problems; i.e., the details.

**Finding #5: Our Students Are Prepared and Hirable**

After evaluating student capstone coursework, CETA reviewers were asked to compare Kent JMC students to that of recent graduates or college seniors from peer institutions, and to indicate how prepared our students are for JMC professions.

Reviewers indicated that Kent JMC student work is comparable with that of their peers (overall $M = 4.33$ out of 5.00), and are prepared for work in the field ($M = 3.83$ out of 4.00).

CETA reviewers were also very positive when asked how likely he or she would be to recommend ($M = 3.83$ out of 4.00) or hire our students ($M = 3.75$ out of 4.00) on the basis of their work.
Graduating Senior Exit Exam (GSEE)

The Graduating Senior Exit Exam (GSEE) measures our students’ knowledge in broad topical areas. Questions are designed to assess each respondent’s conceptual understanding of writing and grammar, media history, media law, digital communication technologies, imagery and visual theory, statistics and numbers in communication practice, media ethics, and domestic and global diversity.

Methodology

The sampling frame for this survey was all JMC seniors graduating in spring or summer 2016.

A complete list of graduating seniors was obtained from the Kent State JMC advising staff.

All graduating seniors were contacted and administered either a pencil-and-paper or online survey from April 10, 2016 to May 10, 2016. (The former was administered by Dr. Danielle Sarver Coombs.)

In total, \( n = 74 \) respondents completed the survey, yielding a response rate of \( 74/113 = 65.49\% \).

Nineteen of the 74 respondents identified as Advertising majors (25.68%), 15 were Digital Media Production (DMP) majors (20.27%), 26 were Journalism students (35.14%), and 14 were in the Public Relations sequence (18.92%).

Students who completed the GSEE were first asked to report their Flashline ID and identify their major area of concentration. Students were then given a series of 35 multiple-choice test questions, each with four or five response options (see Appendix 1).

Findings

Overall Exam Scores

Students who completed the GSEE scored an average of 25.80 points out of 35.00 (\( sd = 4.72 \), range = 9 to 33), which is equivalent to a “C-“ average.

This can be viewed as net positive.

As Figure 3.1 demonstrates, the distribution of GSEE scores was negatively skewed (-0.79, \( p<0.05 \)), which means the majority of student respondents scored on the higher end of the distribution.

Scores were, however, notably dispersed about the mean value of 25.80.

While no student aced—or received a zero—on the Exam, the wide distribution of Exam scores suggest a handful of students are leaving the program with a “flunking” grade on the GSEE (e.g., 9 out of 35 correct responses), and other students are leaving with a firmer grasp on the topical areas covered (e.g., scoring 33 out of 35 correct responses).
It is important to note that exam scores may act as a function of many different factors, including a student’s specific program of study, demographics, and cognitive ability.

Below, I examine whether student scores differed by major areas of concentration.

**Exam Scores as a Function of Major Concentration**

The only demographic variable students were asked was to identify their major area of concentration (e.g., Journalism).

It is perhaps reasonable to assume students enrolled in particular concentrations (e.g., Journalism) are exposed to different levels of certain subjects (e.g., media law), than are students enrolled in other concentrations.
GSEE scores did—at least on the surface—differ by the student’s area of concentration (see Table 3.1). If we simply examine average scores by area, we can see clear differences between Digital Media Production (DMP) students on the low end ($M = 23.60$) and Journalism students on the high end ($M = 27.00$).

However, a one-way analysis of variance (ANOVA) showed that mean differences in scores, though present, were negligible $F(3, 70) = 1.72, p = ns$. So while average GSEE scores do appear to differ by area of concentration, the differences are fairly small in magnitude.

### Exam Scores as a Function of Topical Area of Questions

GSEE scores might also differ by the type of question being asked. For example, it could be the case that student fared poorly on questions that asked about writing and grammar whereas they did a superb job on questions about professional ethics (or vice-versa).

Table 3.2 illustrates GSEE scores by question content area. To aid in interpretation, I have grouped questions by content areas that correspond to JMC’s 12 Values and Competencies.

Because questions did not directly assess student critical thinking and evaluation, I excluded these values and competencies from the illustration.

I also included a “General” knowledge category to capture scores on various questions that don’t necessarily reflect our values and competencies, but do ask key questions about mass communication.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Min</th>
<th>Max</th>
<th># of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>0.88</td>
<td>0.33</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Writing</td>
<td>0.86</td>
<td>0.18</td>
<td>0.33</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Research</td>
<td>0.84</td>
<td>0.23</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Ethics</td>
<td>0.84</td>
<td>0.24</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

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6 It is arguable whether certain GSEE questions correspond to (are valid indicators of) our 12 Values and Competencies. For instance, one could argue that no GSEE question assesses student critical thinking or critical evaluation; I have therefore left those Values and Competencies out of Figure 3.2. Other questions appear to be face-valid indicators of certain Values and Competencies. Questions that ask about certain historical events, for instance, are likely valid indicators of a student’s grasp of media history; the same is likely true with law and ethics.

7 See Appendix 1. These were questions 10, 13, 17, 18 and 22.
Table 3.2. GSEE scores as a function of question content area. Note that the number of questions asked in each area varied considerably. For instance, there was only one question about statistics and numerical concepts (Question #25), whereas students were asked five questions about media law. Because of variations in questions asked, I rescaled scores from 0 to 1 by averaging the items tapping each content area.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Min</th>
<th>Max</th>
<th># of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images</td>
<td>0.81</td>
<td>0.24</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>General</td>
<td>0.73</td>
<td>0.23</td>
<td>0.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>History</td>
<td>0.73</td>
<td>0.23</td>
<td>0.33</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Diversity</td>
<td>0.68</td>
<td>0.26</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>0.65</td>
<td>0.22</td>
<td>0.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Global</td>
<td>0.62</td>
<td>0.36</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Tech</td>
<td>0.61</td>
<td>0.24</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 3.2 is sorted in a descending order by scores in each content area.

The reader should note that because the number of questions used to assess each knowledge area differed, I rescaled scores in each area from 0 to 1 by averaging scores in each topical area. Thus, mean values represent proportions—or percentages of answers correct if we carry the decimal.

Using this approach, it is notable that statistics and numerical concepts achieved the highest overall score ($M = 0.88$, $sd = 0.33$), although this is perhaps a somewhat deceptive finding because only one question was used to assess this competency (Question #25, Appendix 1).

Students achieved high scores in writing and grammar ($M = 0.86$, $sd = 0.18$), media research ($M = 0.86$, $sd = 0.23$), media ethics ($M = 0.84$, $sd = 0.24$), and imagery and visual theory ($M = 0.81$, $sd = 0.24$).

Respondents scored toward the middle of the distribution in terms of general media knowledge ($M = 0.73$, $sd = 0.23$), and knowledge of media history ($M = 0.73$, $sd = 0.23$).

Graduating seniors have less knowledge of diversity ($M = 0.68$, $sd = 0.26$), media law ($M = 0.65$, $sd = 0.22$), global diversity and culture ($M = 0.62$, $sd = 0.36$), and technology and tools used in the communication professions ($M = 0.61$, $sd = 0.24$).

**Summary of Findings**

**Finding #1: Students Score a C- Average on the GSEE**

Seniors graduating in the spring and summer semesters of 2016 had a C- average on the GSEE, correctly answering an average of 25.80 questions out of a possible 35.
While the vast majority of students scores on the higher end of the score distribution, 16.22% (n = 12) students “flunked” the GSEE, scoring 20.00 or lower out of 35.

**Finding #2: Knowledge Does Not Vary Meaningfully by Concentration**

It might be reasonable to expect that JMC students will score differently on the GSEE based on major area of concentration. For instance, perhaps Journalism students are more likely to be exposed to media law than are Digital Media Production (DMP) students; perhaps DMP students are more likely to be knowledgeable about tools and technology than are Journalism students.

An analysis of variance test revealed no significant gaps in overall knowledge by major area of concentration, suggesting that any differences in scores were small in magnitude.

The reader could interpret this finding positively: This suggests that no matter our students’ area of concentration, they graduate with same level of basic conceptual knowledge about mass communication, scoring roughly the same across question content areas.

**Finding #3: Students Knowledgeable in Writing, Research, and Ethics**

Our seniors were particularly strong when it comes to knowledge about writing and grammar, research methods in mass communication, and media ethics.

Students also scored high on statistics and numerical concepts; however, the validity of the single question used to measure that value and competency is unclear. In other words, this finding may be a result of a methodological artifact rather than student knowledge of statistics.

**Finding #4: Students Know Less About Diversity, Law, and Technology**

Students scored lowest in the areas of domestic diversity, media law, awareness of global diversity and culture, and media technologies and tools.

This is perhaps reflective of the lack of emphasis in these areas as reflected in the JMC Faculty Survey. However, at least one of these findings contradicts the CETA, whose reviewers scored our students high on the technology competency. A possible explanation for this discrepancy may be the difference between conceptual knowledge of media technology and application of media technology.
—i.e., students may be better at using the technology than they are explaining it conceptually. Alternatively, questions may simply be too broad to validly capture knowledge of media technology.
Methodological Limitations and Future Assessment Goals

Recommendation #1: Randomly select faculty for inclusion in the JMC Faculty Survey and students for inclusion in the GSEE.

All assessment tools described in this report—the JMC Faculty Survey, the CETA, and the GSEE—are based on convenience sample surveys.

Convenience samples present a number of methodological limitations. First and foremost, it is unknown whether certain groups were over- (or under-) sampled, which gives rise to sampling bias and, potentially, systematic sampling error. For example, let’s say that a disproportionate number of women faculty completed the JMC Faculty Survey. Were gender strongly associated with, say, teaching domestic and global diversity, the JMC Faculty Survey would overestimate the degree to which Kent JMC faculty say they teach the principles of diversity in their curriculum.

GSEE and CETA results could also be affected by the sampling methods used.

Recommendation #2: Administer all three assessment tools at the beginning of spring semester to improve response rates.

There is a potential limitation in the timing of survey delivery that could lead to survey nonresponse, resulting in a decline in response rates.

Specifically, we ask faculty to complete the JMC Faculty Survey in early-to-mid summer, when many faculty members are on vacation or are teaching abroad.

GSEE respondents are asked to complete their Exit Examination in April and May, when they may be distracted by course assignments, exams, and projects.

And while CETA reviewers are generally responsive to May and June surveys, response rates might be increased by administering the CETA earlier in the year.

Recommendation #3: Provide “Not Applicable” and “Don’t Know” response options on the CETA and GSEE, respectively.

A PR CETA reviewer made an insightful comment about the difficulty in assessing student material on all 12 Values and Competencies. This reviewer said that statistics and ethics, for example, may not be present in the student capstone materials reviewed or might be impossible to assess.

In survey research terminology, the CETA reviewer was indicating a lack of exhaustive response options for each survey item.

The same could be said of the GSEE: Students are not able to give a response of “Don’t Know” to a question and may guess their way to a correct multiple-choice response. Successful guessing would result in overestimation of GSEE scores.
**Recommendation #4: Test a new, valid and reliable scale to assess student knowledge of our 12 Core Values and Competencies in the GSEE.**

To what extent do our existing GSEE questions act as valid and reliable indicators? That is, do our questions about media ethics accurately capture how much our students generally know about ethics? Do our questions about media law reflect knowledge of law? And so on.

One way to assess whether these items are all assessing the same underlying construct is to conduct a exploratory factor analysis on existing measures. I did so using the GSEE data described in this report.

The factor analysis revealed 10 significant factors, and with the exception of the media research and ethics items, none of these factors corresponded to survey items in a statistically acceptable manner.

For instance, we would logically expect all GSEE items measuring student knowledge of writing and grammar to return similar results (i.e., load in roughly the same way on the same factor); they did not.

I would therefore recommend we consider generating an alternative scale using standard scale-building techniques. This scale would be publishable, and could potentially assist assessment in JMC units across the country.

**Recommendation #5: Ensure the GSEE measures all 12 Core Values and Competencies.**

A major benefit of online survey administration is the ease with which we can incorporate media-related materials that could be used to assess students’ critical thinking and evaluation abilities, which are arguably not being assessed with the current version of the GSEE.

For instance, we could add items to the GSEE that have students critically evaluate the source credibility of a mock news story.

A common way psychologists test critical and creative thinking is with a “Multiple Uses Test.” A psychologist will give respondents an ordinary object—a brick—and then ask them to write down as many uses for that item they can think of. The psychologist then measures the raw number of uses recorded, as well as how creative the uses are (using a brick to build a house vs. using a brick to break a window to get into a locked building). We could adopt similar metrics here using a “Multiple Headlines Test”—or something along those lines—to measure critical and creative thinking.

The bottom line is that indicators of critical thinking and evaluation be incorporated in a valid and reliable scale assessing student knowledge.

**Recommendation #6: Online administration via Qualtrics should be used for all future assessment activity.**

Students and faculty are increasingly proficient at completing online surveys. We should utilize Qualtrics’ straightforward user interface to administer surveys online whenever possible.

The online format would also increase three dimensions of assessment: (1) ease of instrument delivery because Qualtrics surveys can easily be emailed to sample respondents; (2) data organization because Qualtrics allows for data downloads directly to SPSS; and (3) accuracy in analysis because data come directly from respondents rather than having to be transferred from paper-and-pencil surveys to Scantrons or be manually entered into a spreadsheet.
Appendix 1: Survey Measures

Faculty Survey

1. Introduction:

Thank you for taking the JMC Faculty Survey. This survey should take about 15 minutes to complete. During this survey, you will be asked to evaluate your courses of instruction in relation to JMC’s 12 Values and Competencies. Please assess all courses you taught in JMC during Fall 2015, Spring 2016, and Summer 2016. NOTE: If you taught a course multiple times during this period, you need only evaluate the course once.

If you have any questions or concerns, please contact Chance York at 330-672-7509 or cyork8@kent.edu. All surveys should be completed no later than July 1 at 11:59 PM.

Thank you for your assistance!

2. Which of the following best describes your role in the School of Journalism and Mass Communication?
   - Full-time Faculty Member
   - Part-time or Adjunct Faculty Member
   - Other

3. To what sequence in the School of JMC do you primarily belong?
   - Advertising
   - Digital Media Production (DMP)
   - Journalism
   - Public Relations

4. Do you primarily identify as:
   - Male
   - Female

5. How many years have you been teaching at Kent State?
   (Open-Ended)

6. Please enter your full name below.
   (Open-Ended)

7. Starting with any course of instruction you taught during Fall 2015, Spring 2016 or Summer 2016, please indicate the course number (e.g., 20004) in the space below. Please indicate the course name (e.g., Ad Writing and Storytelling) in the space below.
   (Open-Ended)

8. Please indicate the sequence in which this course is taught.
   - Advertising
   - Digital Media Production (DMP)
   - Journalism
9. When did you teach this course? (Check all that apply.)
   - Fall
   - Spring
   - Summer

10. Please evaluate your course against our JMC Values and Competencies. To what extent must students adhere to the JMC Values and Competencies listed below?

   Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

   Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

   Understand concepts and apply theories in the use and presentation of images and information

   Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

   Think critically, creatively and independently

   Conduct research and evaluate information by methods appropriate to the communications professions in which they work

   Please evaluate your course against our JMC Values and Competencies. To what extent must students adhere to the JMC Values and Competencies listed below?

   (Assessed on a Likert Scale where 1 = None at All, 2 = A Little 3 = A Moderate Amount = 4 = A Lot, 5 = A Great Deal)

11. Please evaluate your course against our JMC Values and Competencies. To what extent must students adhere to the JMC Values and Competencies listed below?

   Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

   Apply basic numerical and statistical concepts

   Understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances

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

   Demonstrate an understanding of gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications
Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society.

(Assessed on a Likert Scale where 1 = None at All, 2 = A Little 3 = A Moderate Amount = 4 = A Lot, 5 = A Great Deal)

12. In your estimation, what percentage of students in your course showed understanding of the concepts described in the relevant values and competencies listed above?
(Slider Response from 0 to 100%)

13. In the space below briefly describe how your course addresses these values and competencies, any changes you've made to better address them, and any improvements in teaching you could make in the future of this course to better address these values and competencies. (optional)
(Open-Ended)

14. Did you teach any other JMC courses during Fall 2015, Spring 2016 or Summer 2016?
  Yes (survey continues repeating items 7 through 13)
  No (survey ends)
1. Introduction:

Thank you for agreeing to participate in our Culminating Experience Team Assessment (CETA) survey. This is an important part of JMC’s assessment process, and your contribution is invaluable.

The following survey includes two sections: core values and competencies and student proficiency and preparation. Please note that the student work presented in this survey should be evaluated as a whole, rather than as individual pieces.

If you have any questions or concerns, please do not hesitate to contact the administrator, Dr. Chance York via email (cyork8@kent.edu) or telephone (330-672-7509). We appreciate your service!

2. Please enter your name:
   (Open-Ended)

3. What is your email address?
   (Open-Ended)

4. Select your area of expertise:
   - Journalism
   - Advertising
   - Public Relations
   - Digital Media Production (Film; TV/Radio Broadcast)

**NOTE:** Responses to Question #4 skip participants to the relevant student materials. For example, if the participant indicates expertise in public relations on Question #4, he or she would only evaluate PR work, skipping ahead to items #9 and 10. All participants evaluate items #13-25).

5. Student journalism from the 2015 Reporting Public Policy (RPP, formerly RPA) course are linked below. Please take a moment to investigate these materials. Then, please indicate how well these materials reflect the following JMC core values and competencies listed below.

http://reportingpublicpolicy.org/assessment-2/

- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications
- Understand concepts and apply theories in the use and presentation of images and information
Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

Think critically, creatively and independently.

Conduct research and evaluate information by methods appropriate to the communications professions in which they work.

(Assessed on a Likert Scale where 1=Not Well at All, 2 = Not Very Well, 3 = Somewhat Well, 4 = Extremely Well)

6. Student journalism from the 2015 Reporting Public Policy (RPP, formerly RPA) course are linked below. Please take a moment to investigate these materials. Then, please indicate how well these materials reflect the following JMC core values and competencies listed below.

http://reportingpublicpolicy.org/assessment-2/

Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Apply basic numerical and statistical concepts.

Understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

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

Demonstrate an understanding of gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications.

Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society.

(Assessed on a Likert Scale where 1=Not Well at All, 2 = Not Very Well, 3 = Somewhat Well, 4 = Extremely Well)

7. Student casebooks and presentations from the 2016 Advertising Campaigns course are linked below. Please take a moment to investigate these materials. Then, please indicate
how well these materials reflect the following JMC core values and competencies listed below.

https://drive.google.com/folderview?id=0ByYUTY76VmN4dUdUdk1vYjZGOUU&usp=sharing

Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

Understand concepts and apply theories in the use and presentation of images and information

Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

Think critically, creatively and independently

Conduct research and evaluate information by methods appropriate to the communications professions in which they work

(Assessed on a Likert Scale where 1=Not Well at All, 2 = Not Very Well, 3 = Somewhat Well, 4 = Extremely Well)

8. Student casebooks and presentations from the 2016 Advertising Campaigns course are linked below. Please take a moment to investigate these materials. Then, please indicate how well these materials reflect the following JMC core values and competencies listed below.

https://drive.google.com/folderview?id=0ByYUTY76VmN4dUdUdk1vYjZGOUU&usp=sharing

Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

Apply basic numerical and statistical concepts

Understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances

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

Demonstrate an understanding of gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications
Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society.

(Assessed on a Likert Scale where 1 = Not Well at All, 2 = Not Very Well, 3 = Somewhat Well, 4 = Extremely Well)

9. Student casebooks and presentations from the 2016 Public Relations Campaigns course are linked below. Please take a moment to investigate these materials. Then, please indicate how well these materials reflect the following JMC core values and competencies listed below.

https://drive.google.com/folderview?id=0ByYUTY76VmN4bViidGUtZ2QyR28&usp=sharing

Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

Understand concepts and apply theories in the use and presentation of images and information

Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

Think critically, creatively and independently

Conduct research and evaluate information by methods appropriate to the communications professions in which they work

(Assessed on a Likert Scale where 1 = Not Well at All, 2 = Not Very Well, 3 = Somewhat Well, 4 = Extremely Well)

10. Student casebooks and presentations from the 2016 Public Relations Campaigns course are linked below. Please take a moment to investigate these materials. Then, please indicate how well these materials reflect the following JMC core values and competencies listed below.

https://drive.google.com/folderview?id=0ByYUTY76VmN4bViidGUtZ2QyR28&usp=sharing

Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
Apply basic numerical and statistical concepts

Understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances

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

Demonstrate an understanding of gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications

Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society.

(Assessed on a Likert Scale where 1 = Not Well at All, 2 = Not Very Well, 3 = Somewhat Well, 4 = Extremely Well)

11. Student short documentary projects from a 2016 study abroad course held in Costa Rica are linked below. Please take a moment to investigate these materials. Then, please indicate how well these materials reflect the following JMC core values and competencies listed below.

https://vimeo.com/album/4003426

Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

Understand concepts and apply theories in the use and presentation of images and information

Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world

Think critically, creatively and independently

Conduct research and evaluate information by methods appropriate to the communications professions in which they work
12. **Student short documentary projects from a 2016 study abroad course held in Costa Rica are linked below. Please take a moment to investigate these materials. Then, please indicate how well these materials reflect the following JMC core values and competencies listed below.**

https://vimeo.com/album/4003426

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts
- Understand and apply the principles and laws of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity
- Demonstrate an understanding of gender, race ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Demonstrate an understanding of the diversity of people and cultures and of the significance and impact of mass communications in a global society.

(Assessed on a Likert Scale where 1=Not Well at All, 2 = Not Very Well, 3 = Somewhat Well, 4 = Extremely Well)

13. **Based on the materials you just reviewed, how do Kent State JMC students compare to other college seniors or recent graduates?**
   - Much better than other college seniors or recent graduates
   - Somewhat better than other college seniors or recent graduates
   - About the same as other college seniors or recent graduates
   - Below average compared to other college seniors or recent graduates
   - Much worse than other college seniors or recent graduates
   - I do not have experience working with college seniors or recent graduates

14. **Based on the materials you reviewed, how prepared would you expect a JMC graduating senior to be when entering the professional world?**
   - Very well prepared
   - Somewhat well prepared
   - Not very prepared
15. Based on the material reviewed for this assessment, how likely would you be to recommend a JMC graduate?
   - Very likely
   - Somewhat likely
   - Not very likely
   - Not likely at all

16. Based on the material reviewed for this assessment, how likely would you be to hire a JMC graduate?
   - Very likely
   - Somewhat likely
   - Not very likely
   - Not likely at all

17. How well do each of the following words or phrases describe JMC students, based on the material you reviewed for this assessment?

   Excellent writers
   Clear communicators
   Strategic thinkers
   Critical thinkers
   Visually adept
   Understand the value of diversity
   Understand professional values and responsibilities (ethics)
   Demonstrate professional standards
   Demonstrate skills needed to succeed in this profession

   (Assessed on a Likert scale where 1 = Not Well at All, 2 = Not Very Well, 3 = Somewhat Well, 4 = Very Well)

18. Please share any specific feedback you have regarding the student materials you reviewed. What was done well? What needs improvement? (Open-Ended)

19. Do you have any additional feedback for the Kent State JMC program? (Open-Ended)

We'd like to ask you a few demographic questions before concluding. Please answer the following questions about yourself:

20. Do you identify as:
   - Male
   - Female
21. What is your age?  
   (Open-Ended)

22. How many years of professional industry experience do you have?  
   (Open-Ended)

23. What is your highest level of formal education?  
   - Less than High School  
   - High School Diploma or Equivalent  
   - Some Two-Year College Experience  
   - Associates Degree or Equivalent  
   - Bachelor’s Degree  
   - Graduate Degree

24. Have you ever earned a degree from Kent State University?  
   - Yes  
   - No

25. Are you a current or former Kent JMC faculty member?  
   - Yes  
   - No
1. **Introduction:**

Participant: Thank you for taking part in the Graduating Senior Exit Exam.

One of our goals within the School of Journalism and Mass Communication at Kent State University is to ensure all of our graduates have developed mastery across a number of key competencies. This exam is designed to assess how well we are doing at integrating these materials into our curriculum.

Please note that this exam WILL NOT count toward your grade in this or any course or impact your graduation. Your individual responses will not be connected to your name; Banner IDs will be used simply to track completion rates. If you have any questions about this exam or how the information gained from it will be used, please contact Dr. Chance York either via email (cyork8@kent.edu) or telephone (330-672-7509).

Congratulations on completing your coursework here in JMC; we look forward to hearing about your future success! Please click the red arrow button to continue.

2. **Exam Instructions**

Please enter your entire Banner ID and major area of concentration below.

After you click the red arrow button, you will be given a series of exam question. Please select the best possible answer to each question.

Enter your BANNER ID.
(You can find your banner ID on Flashline under the "My Account" tab.)
(Open-Ended)

3. **What is your major?**
(If you have more than one JMC major, please check additional boxes.)
   Advertising
   Digital Media Production (DMP)
   Journalism
   Public Relations

4. **Select the grammatical word that best completes this sentence: “The students were thrilled to learn they had aced ______ presentations.”**
   their
   there
   they’re
   its
   it’s

(Total Correct = 98.65%)

5. **The standard style guide for journalists and most other media professionals is:**
   The Times Stylebook
   The AP Stylebook
6. **Select the version of this sentence with correct grammar and punctuation:**
   The project engineer said there is “an extremely strong chance” that the road will be closed longer than three weeks.
The project engineer said, there is, “an extremely strong chance” that the road will be closed longer than three weeks.
The project engineer, said there is, “an extremely strong chance” that the road will be closed longer than three weeks.
The project engineer said there is, “an extremely strong chance,” that the road will be closed longer than three weeks.
The project engineer said: there is “an extremely strong chance” that the road will be closed longer than three weeks.

(Total Correct = 63.51%)

7. **The technological milestone credited with launching “mass” communication is the:**
   - invention of the alphabet
   - invention of the printing press
   - invention of the telephone
   - discovery of electromagnetic waves
   - development of the internet

(Total Correct = 90.54%)

8. **These individuals are in the same order as which set of industries below:**
   Edward R. Murrow / Edward Bernays / D.W. Griffith
   Motion pictures / public relations / television
   Television / public relations / motion pictures
   Television / motion pictures / public relations
   Public relations / motion pictures / advertising
   Advertising / public relations / television

(Total Correct = 47.30%)

9. **A newspaper war between Pulitzer and Hearst built fervor for a real war between the U.S. and Spain a century ago. The term ______ arose to describe this era of sensationalism.**
   - bloody journalism
   - yellow journalism
   - the payola period
   - scare tactics
   - pseudo news

(Total Correct = 81.08%)
10. Which of the following theories is best described by this statement: the media don’t tell us what to think, but they tell us what to think about?
   - Diffusion of innovations
   - Uses and gratifications
   - Agenda setting
   - Cognitive dissonance
   - Spiral of silence

(Total Correct = 56.76%)

11. The “rule of thirds” suggests that the focus of visual composition should be:
   - centered in the frame
   - in the upper third of the frame
   - in the lower third of the frame
   - in the left third of the frame
   - a third up or down, and a third left or right

(Total Correct = 67.57%)

12. In terms of readability, which typeface style is considered best for use in body copy or electronic displays such as television monitors or computer screens?
   - Ornamental
   - Sans serif
   - Decorative
   - Old style
   - Script

(Total Correct = 94.59%)

13. “Media convergence” influences the way people perceive and interact with the world. The term refers to:
   - the crossing over into the digital age
   - a method of measuring demographics
   - the converged ground between theories and phenomena
   - the coming together of media across multiple platforms
   - the merger of information portals

(Total Correct = 86.49%)

14. These software programs are in the same order as which set of applications?
   - Pro Tools / Adobe Premier / Dreamweaver
   - Web design / video / audio
   - Audio / Web design / video
   - Video / Web design / audio
   - Video / audio / Web design
   - Audio / video / Web design

(Total Correct = 63.51%)
15. **Google Analytics revolutionized web metrics by:**
   - Revamping the types of metrics that are used
   - Offering data for free
   - Breaking websites into categories
   - Informing search results more effectively
   - Partnering with Twitter for more detailed results

(Total Correct = 50.00%)

16. **You are creating a media product about an artist that will include text, artwork, audio recordings, video and an interactive graphic.** Your ideal choice for a medium would be a:
   - broadcast show
   - documentary film
   - narrative film
   - multimedia production
   - public relations packet

(Total Correct = 81.08%)

17. **Private media companies (including movies, television, newspapers, radio, music, and websites) in the U.S. make money through all but which of the following:**
   - commercials
   - subscriptions
   - government fees
   - online payments
   - ticket sales

(Total Correct = 75.68%)

18. **With the rise of social media, professionals in public relations and advertising have new ways of reaching audiences.** Still, the key difference between the two remains:
   - advertising is a paid message, PR seeks free media exposure
   - advertising builds an image, PR sells a product
   - advertising is marketing, PR is commercial speech
   - advertising determines reputation, PR determines sales
   - advertising is more effective online, PR is more effective in print

(Total Correct = 68.92%)

19. **Researchers can gather data using both qualitative and quantitative methods.** Which of the following techniques represents a qualitative approach?
   - Survey
   - Experiment
   - In-depth interview
   - Trend study conducted with a longitudinal sample design
   - Content analysis

(Total Correct = 77.03%)
20. An appropriate use of a focus group is to:

- focus attention on analyzing data sets
- explore the range of views that emerge about a topic through discussion
- convince participants to adopt a specific position or argument
- quantitatively experiment with the effectiveness of different messages
- test the frequency of specific characteristics in a population

(Total Correct = 86.49%)

21. Information gathering typically involves both primary and secondary sources. In doing research to prepare a political profile, identify the primary source in the list below:

- A court decision involving the politician
- A public record involving the politician
- A series of interviews with the politician, conducted by the reporter/researcher
- Previous popular press articles written about the politician
- A best-selling book about the life of the politician

(Total Correct = 86.49%)

22. In a democracy, the news media serve as the eyes and ears of the public in monitoring those who hold power. This role is widely referred to as the ________ function.

- marketplace of ideas
- libertarian
- objectivity
- balance of interests
- watchdog

(Total Correct = 78.38%)

23. Today, because we want to know what our government is doing, the American public has broad access to the records of federal agencies through the:

- Open Access Act
- Freedom of Information Act
- Public Right-to-Know Act
- Citizen Gateway Act
- Government Oversight Act

(Total Correct = 78.38%)

24. The Federal Trade Commission considers deception in advertising to occur when an ad is likely to mislead ____________ consumer with a material statement or omission.

- a reasonable
- an unreasonable
- a well-informed
- a gullible
- a naïve
25. The cover price of a magazine has increased by 10% in the last year. The original price was $1.50. What is the current price?

- $1.55
- $1.60
- $1.65
- $1.70
- $1.80

(Total Correct = 87.83%)

26. When interpreting and reporting research findings, it is important to remember that correlation is not causation. What does this phrase mean?

- Just because two variables are related, it does not mean one produces the other
- The simplest answer is usually the correct one
- Findings cannot be generalized because too much error exists in the study
- Findings cannot be generalized because the sample was not a probability sample
- The results did not indicate any consistent information

(Total Correct = 86.49%)

27. A number of metrics are used to measure Web audiences. Which of the following terms indicates how many site visitors respond to an online movie advertisement?

- Reach
- Click-throughs
- Page views
- Audience shares
- Aggregate traffic

(Total Correct = 48.65%)

28. The five freedoms cited in the First Amendment include all but which of the following?

- Freedom of speech and press
- Freedom of religion
- Right to peacefully assemble
- Right to bear arms
- Right to petition the government with grievances

(Total Correct = 74.32%)

29. Under the First Amendment, a person’s right of free expression includes:

- producing false advertising
- distributing obscenity
- the right to engage in hate speech
- falsely shouting “Fire!” in a crowded theater
producing false advertising, the right to engage in hate speech, and falsely shouting "Fire!" in a crowded theater
(Total Correct = 44.59%)

30. If something false were said about you in a YouTube video, you'd have to prove a number of elements to win a libel suit. If you are a private individual, what element would you not have to prove?
- identification
- publication
- harm or injury
- negligence
- actual malice
(Total Correct = 63.51%)

31. Communicators are expected to maintain high standards of professional behavior. High standards are promoted through:
- government licensing of professions
- industry code of ethics
- a fee structure for ethical violations
- judicial injunctions
- publication of an ethical infractions list
(Total Correct = 85.14%)

32. The media/journalists should be concerned about ethical behavior and ethical decision making because ethical breaches:
- make the audience and sources unhappy
- are inconsistent
- show how unprofessional media practitioners are compared to other professionals
- increase the possibility of lawsuits
- play out in public, causing audience distrust and potentially eroding perceptions of media credibility
(Total Correct = 74.32%)

33. One of the most important things to consider in terms of ethical behavior is defending your action so as to:
- separate issues into categories of importance that you can then rank
- make ethical choices according to a specific situation
- explain your decision using principles that generally hold true in most or all situations
- seek to always minimize harm
- employ personal guilt to guide decision-making
(Total Correct = 91.89%)

34. Minority ownership is a factor in the licensing process for which media industry:
35. When you ask people for their sex, race, or age, you are asking for:
   - biographics
   - psychographics
   - pseudographics
   - demographics
   - geographics

(Total Correct = 97.30%)
Appendix 2: List of CETA Reviewers

The Culminating Experience Team Assessment (CETA) Survey has one faculty and two professional reviewers evaluate our students’ capstone project materials on the basis of our 12 Core Values and Competencies. Because the CETA involves an extensive time commitment on the part of the reviewers, this appendix is dedicated to identifying and thanking those reviewers for their service.

Advertising

1. Professional: Jeffrey Staats
2. Professional: Mark Bachmann
3. Faculty: Evan Bailey

Digital Media Production (DMP)

1. Professional: Keith Potoczak
2. Professional: Tyler Pina
3. Faculty: Traci Easley Williams

Journalism

1. Professional: Diane Fitzpatrick
2. Professional: Bruce Winges
3. Faculty: Gretchen Dworznik

Public Relations

1. Professional: Anne Merchant
2. Professional: Carrie Kandes
3. Faculty: Luke Armour
Appendix 3: Core Values and Competencies

As a program accredited by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), we are committed to developing a curriculum designed to meet twelve professional values and competencies:

Thoughtful, Proficient Communicators

1. **Write** correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.
2. Demonstrate an understanding of the **history** and role of professionals and institutions in shaping communications.
3. Understand concepts and apply theories in the use and presentation of **images** and information.
4. Apply basic tools and **technologies** appropriate for the communications professions in which they work.

Who Are Creative, Critical Thinkers

5. **Think critically**, creatively and independently.

Trained To Uncover and Evaluate Information

6. Conduct **research** and evaluate information by methods appropriate to the communications professions in which they work.
7. **Critically evaluate** their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
8. Apply basic numerical and **statistical** concepts.

Within A Legal and Ethical Framework

9. Understand and apply the principles and **laws** of freedom of speech and press in the United States, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and assemble and to petition for redress of grievances.
10. Demonstrate an understanding of professional **ethical** principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

In A Diverse and Global Society

11. Demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of **diversity** in domestic society in relation to mass communications.
12. Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a **global** society.