Institutional Effectiveness Report

Name of Program/Department:	Mass Communication
Year:	2017-2018
Name of Preparer:	Assistant Professor David Baxley

Program Mission Statement

The Mass Communication program at Francis Marion University seeks to provide its students with guidance and encouragement to develop communication skills needed to begin careers in journalism, public relations and allied professions. For students who do not choose to prepare for a career as media professionals, we expect to illuminate them on media traditions, to inculcate in them an appreciation of free expression, to kindle in them a desire to learn, to help them understand the roles media play in America, and to encourage them to share the fruits of their intellectual growth. We will provide our students with a climate of learning that stresses the importance of personal honor and integrity and promotes the responsibility to serve society through the productive use of their communication talent and training.

Rooted in the liberal arts tradition, we emphasize the value of a broad educational foundation that encompasses the use of English. We want to encourage students to become informed, responsible, and articulate; to think critically and creatively; and, to write well and develop an understanding of media history, ethics and law. We aim to refine students' reporting, writing and presentation skills, including tasks of editing and content production for traditional and converged media. We want our students to understand and use the changing technologies in communication to better equip them to work in the emerging multi-media workplace.

Combining discipline-specific knowledge with expressive, interpretive and reasoning skills, we encourage originality and creativity and promote intellectual curiosity, critical analysis, clarity of thought, precision of language and a desire to continue learning with graduate study. We seek to provide knowledge and the requisite learning skills necessary to fully participate and succeed in a global society as a communication professional and as an involved citizen.

Program Learning Outcomes (PLOs)

All Mass Communication students are expected to be able to:

1. Demonstrate and advance academic integrity in all interactions.

2. Demonstrate the ability to use tools and technologies appropriate for the communication professions in which they work.

3. Demonstrate the ability to think independently, critically, and creatively.

4. Demonstrate the ability to write correctly and clearly in forms and style appropriate for the communications professions, audiences and purposes they serve.

5. Demonstrate the ability to gain the required skills, knowledge, and dispositions to effectively engage the communication professions, audiences and purposes they serve.

EXECUTIVE SUMMARY

Executive Summary of Report
During the 2017-2018 academic year, the Department of Mass Communication assessed five Student Learning Outcomes (SLOs). These Student Learning Outcomes help faculty gauge students' retention of various concepts while evaluating pedagogical approaches. Through actionable items, the department faculty members measured students' understanding of media trends; understanding of law and ethics; ability to write and edit for print, broadcast, and public relations; ability to synthesize foundational information; and understanding and identification of evolving technologies. The Department of Mass Communication continues to monitor these assessments to diagnose insufficient end-of-semester evaluation outcomes and determine if future action should be taken to correct any lower-than-expected results.

This year, the department has added more courses to the assessment procedures based on respective Student Learning Outcomes. Similar to last year, the department has employed numerous direct measures of the students' ability to comprehend key issues germane to writing and editing for print, broadcast and public relations. This approach uses a combination of knowledge-based understanding, a critical-thinking component, and, in some cases, production of an artifact. Students enrolled in courses which require an artifact do so in a hands-on learning environment - replicating skills these students will need for employment in their chosen field. As a more direct measure through pre-test/post-test assessments, faculty members have the ability to closely track specific concepts covered in class and recognize students' retention of material. Overall, this direct measure appears to be a useful tool for faculty when gauging SLO achievement. The Department of Mass Communication faculty has been able to ascertain levels of understanding using these methods; subsequently, the faculty has been able to modify teaching and learning activities for the academic year.

Besides the pre-test/post-test evaluations, departmental rubrics and a *Work Site Supervisor Ratings of Interns* have also been employed to track student progress for the five Student Learning Outcomes. It should be noted, only a small number of students participate in internships each semester which provides only a small sampling of data used in the SLO 5.0 assessment.

This report includes results from courses offered during the Fall 2017 and Spring 2018 semester. As mentioned previously, the department added more courses to various SLOs and those courses assessments have been added to the Institutional Effectiveness report for this academic year. The inclusion of these courses across the spectrum of courses offered by the Department of Mass Communication provides faculty with a better understanding of overall student retention of key concepts.

Overall, student evaluations revealed student improvement in every SLO during AY 2017-2018. Only one class found under SLO 3 failed to meet the target.

Eighty percent of students were expected to show improvement when comparing results of the pre-test and post-test for SLO 1 and 2. Eighty-two percent of students were expected to show improvement when comparing results of the pre-test and post-test for SLO 3. Eighty percent of students were expected to score at least 80% on the rubric for SLO 4. For SLO 5, a target of 86% percent was used when evaluating students participating in a practicum or internship.

For SLO 1, which includes foundation course MCOM 110, 93.8% of students improved their scores based on the post-test assessment.

For SLO 2, 100% of students in MCOM 451 and 82.4% of students in MCOM 455 improved their scores based on the post-test assessment.

For SLO 3, 93.3% of students increased their score from pre-test to post-test in MCOM 201 and 80% of students increased their score from pre-test to post-test in MCOM 301. For MCOM 210, MCOM 221, MCOM 306, MCOM 310, MCOM 320, MCOM 402, and MCOM 440, 100% of students improved their score from pre-test to post-test.

A departmental rubric was developed for SLO 4 and was used when evaluating students' foundational knowledge and skills for MCOM 304, MCOM 321, MCOM 410 and MCOM 421. Student average project grades based on a course rubric were as follows:100% for MCOM 304, 88.6% for MCOM 321, 100% for MCOM 410, and 89% for MCOM 421.

Lastly, an intern's on-site supervisor provides a snapshot of his/her ability to identify evolving technologies through the *Work Site Supervisor Ratings of Interns* form in SLO 5, which include MCOM 230 and MCOM 498. On average, for students enrolled in MCOM 230, students performed at 92.0% level. On average, for students enrolled in MCOM 498, students performed at 94.0% level.

Student Learning Outcomes (SLOs)

SLO 1.0: Eighty percent (80%) or more of students in Mass Communication 110, on average, will show improvement when classifying salient aspects of current trends and issues in mass communication.

SLO 2.0: Eighty percent (80%) or more of students in Mass Communication 451 and 455, on average, will show improvement when determining the veracity of statements germane to law and ethics as it pertains to the conduct of journalists.

SLO 3.0: Eighty-two percent (82%) or more of students in Mass Communication 201, 210, 221, 301, 306, 310, 320, 402, and 440, on average, will show improvement when describing and identifying key issues germane to writing and editing for print, broadcast and public relations.

SLO 4.0: Students in Mass Communication 304, 321, 410, and 421, on average, will score 80% or better on a rubric when producing artifacts that will display their ability to synthesize foundational knowledge and skills with specialized instruction within a chosen mass communication track.

SLO 5.0: Students in Mass Communication 230 and 498, on average, will score 86% or better on a rubric based on their ability to identify evolving technologies in the field of communication.

Assessment Methods

SLO 1.0: Students in Mass Communication 110 were expected to show 80% or greater improvement based on results of a departmental pre-test and post-test when classifying salient aspects of current trends and issues in mass communication.

SLO 2.0: Students in Mass Communication 451 and 455 were expected to show 80% or greater improvement based on results of a departmental pre-test and post-test when determining the veracity of statements germane to law and ethics as it pertains to the conduct of journalists.

SLO 3.0: Students in Mass Communication 201, 210, 221, 301, 306, 310, 320, 402, and 440 were expected to show 82% or greater improvement based on results of a departmental pre-test and post-test when describing and identifying key issues germane to writing and editing for print, broadcast and public relations.

SLO 4.0: Students in Mass Communication 304, 321, 410, and 421 were expected to perform at the 80% level or above based on scoring from a departmental rubric when producing artifacts that will display their ability to synthesize foundational knowledge and skills with specialized instruction within a chosen mass communication track.

SLO 5.0: Students in Mass Communication 230 and 498 will perform, on average, at the 86% level or above when showing their ability to identify evolving technologies in the field of communication on the *Work Site Supervisor Ratings of Interns* form.

Assessment Results

SLO 1.0: The Department of Mass Communication used a pre-test/post-test process for AY 2017-2018 to evaluate students' learning outcome for Mass Communication 110 (Introduction to Mass Communication). Students were expected to show 80% or greater improvement based on the results of the pre-test and post-test.

During Fall 2017 and Spring 2018, 93.8% of students enrolled in MCOM 110 showed improvement based on the pre-test/post-test assessment when classifying salient aspects of current trends and issues in mass communication. The results surpassed the target of 80% improvement for this Student Learning Outcome. The target was achieved.

Note: MCOM 240 (Social Media Impact on Journalism) and MCOM 430 (Critical Issues in Mass Communication) were not offered during the 2017-2018 academic year.

SLO 2.0: A pre-test and post-test were used to evaluate student learning outcomes in Mass Communication 451 (Media Law) and Mass Communication 455 (Media Ethics). Eighty-percent (80%) of the students were expected to increase their scores from pre-test to post-test for this SLO. These assessments gauged students' knowledge of law and ethical dilemmas pertaining to the professional conduct of journalists.

Students showed 100% improvement in their scores when comparing pre-test to post-test on the assessment of media law concepts during Fall 2017; therefore, the target of 80% or above was achieved for this course. Students were also challenged with writing two research papers, incorporating media law concepts throughout the semester along with a group project to improve students' performance on the assessment.

A pre-test and post-test was implemented during Fall 2017 and Spring 2018 for MCOM 455 where 82.4% of students showed improvement when comparing the assessments; therefore, the target for this SLO was achieved for the course.

SLO 3.0: Students in MCOM 201 (News Writing), MCOM 210 (Introduction to Public Relations), MCOM 221 (Introduction to Broadcast Journalism), MCOM 301 (Writing for Public Affairs), MCOM 306 (News Editing and Design), MCOM 310 (Public Relations Techniques), MCOM 320 (Broadcast Presentation Skills), MCOM 402 (Online Journalism), and MCOM 440 (Convergence Journalism) engaged in authentic learning activities and a target of 82% was used for AY 2017-2018 when describing and identifying key issues germane to writing and editing for print, broadcast and public relations. This target was an increase from the previous academic year. The department used the pre-test/post-test assessment method for this SLO to provide a direct measure of student learning.

During Fall 2017 and Spring 2018, 93.3% of the students enrolled MCOM 201 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

During Fall 2017 and Spring 2018, 100% of the students enrolled in MCOM 210 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

During Fall 2017 and Spring 2018, 100% of the students enrolled in MCOM 221 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

During Fall 2017 and Spring 2018, 80% of the students enrolled in MCOM 301 showed improvement based on the pre-test/post-test assessment. The target for this particular course was not met for the academic year.

During Fall 2017, 100% of the students enrolled in MCOM 306 showed improvement based on the pre-test/post-test assessment, meeting the target of 82%. MCOM 306 was not offered during the spring semester.

During Fall 2017, 100% of the students enrolled in MCOM 310 showed improvement based on the pre-test/post-test assessment, meeting the target of 82%. MCOM 310 was not offered during the spring semester.

MCOM 320, MCOM 402 and MCOM 440 were only offered during the Spring 2018 semester for this academic year. One-hundred (100%) of the students enrolled in these three courses showed improvement based on the pre-test/post-test assessment; therefore, the target was achieved.

It should be noted, pre-test/post-test assessments were added to numerous courses this academic year as a way for the Department of Mass Communication to better understand students' comprehension and retention in individual courses. Those courses include: MCOM 210 (Introduction to Public Relations), MCOM 306 (News Editing and Design), MCOM 310 (Public Relations Techniques), MCOM 320 (Broadcast Presentation Skills), MCOM 402 (Online Journalism), and MCOM 440 (Convergence Journalism).

SLO 4.0: A rubric was used as a semester-ending assessment for the following courses for AY 2017-2018: MCOM 304 (Photojournalism), MCOM 321 (Broadcast Field Production & Reporting), MCOM 410 (Advanced Public Relations), and MCOM 421 (Advanced Broadcast Journalism). A target of 80% was used when producing artifacts that will display students' ability to synthesize foundational knowledge and skills with specialized instruction within a chosen mass communication track.

During Fall 2017, 100% of students enrolled in MCOM 304 showed improvement based on the rubric assessment, exceeding the target for this SLO. The course was not offered during the spring semester.

During Fall 2017, the class average project grade for students enrolled in MCOM 321 was 88.6%, surpassing the target for this SLO. The course was not offered during the spring semester.

During Spring 2018, the class average project grade for MCOM 410 – based on the scoring rubric – was 100% which exceeded the target for this SLO. The course was not offered during the fall semester.

During Spring 2018, the class average project grade for students enrolled in MCOM 421 was 89%, surpassing the target for this SLO. The course was not offered during the fall semester.

It should be noted, final project rubrics were added to ascertain students' ability to use foundational knowledge and apply it to track-specific courses during AY 2017-2018. Rubrics for this year were added to the following courses: MCOM 304 (Photojournalism), MCOM 321 (Broadcast Field Production & Reporting), and MCOM 421 (Advanced Broadcast Journalism).

Note: MCOM 220 (Broadcast Production) was not offered during this academic year.

SLO 5.0: Mass Communication faculty continue to monitor the profiles of students enrolled in MCOM 230 (Mass Communication Practicum) and MCOM 498 (Mass Communication Internship). This academic year, the department faculty used the 86% target based on students' ability to identify evolving technologies in the field of communication as indicated by the *Work Site Supervisor Ratings of Interns* form. Students enrolled in MCOM 230 scored at the 92% level and students enrolled in MCOM 498 scored at the 94% level; therefore, the target of 86% was achieved.

Note: Only a small number of students were enrolled in the practicum and internship courses this year. The department will continue to monitor the profiles of our intern placements to ensure accountability on an individual student basis.

Action Items

SLO 1.0: The target of 80% was achieved for this student learning outcome during the 2017-2018 academic year for MCOM 110 (Introduction to Mass Communication). Based on these findings, the faculty of the Mass Communication Department will continue to assess student improvement for AY 2018-2019 based on the pre-test/post-test method. This method will allow faculty to diagnose levels of understanding in order to modify teaching and learning activities. A target of 82% will be used for AY 2018-2019 for this SLO.

The professor who teaches MCOM 110 is updating the pre-test/post-test used for this course and will use it for the assessment beginning Fall 2018.

MCOM 240 (Social Media Impact) and MCOM 430 (Critical Issues in Mass Communication) were not taught during AY 2017-2018. Pre-test/post-test assessments will be used for these courses when taught during the upcoming academic year.

SLO 2.0: The target of 80% was achieved for this student learning outcome during AY 2017-2018 in MCOM 451 (Media Law) and MCOM 455 (Media Ethics). Students will continue to be assessed when determining the veracity of statements germane to law and ethics as it pertains to the conduct of journalists for the next academic year.

The target of 80% will be maintained for this SLO for the upcoming academic year while using a pre-test/post-test assessment.

An updated pre-test/post-test will be given to students enrolled in MCOM 455 beginning Fall 2018.

SLO 3.0: Using the pre-test/post-test method of assessment when describing and identifying key issues germane to writing and editing for print, broadcast, and public relation has proven beneficial in gauging students' comprehension and retention of material taught in this SLO. Students enrolled in MCOM 201 (News Writing), MCOM 210 (Introduction to Public Relations), MCOM 221 (Introduction to Broadcast Journalism), MCOM 301 (Reporting of Public Affairs), MCOM 306 (News Editing & Design), MCOM 310 (Public Relations Techniques), MCOM 320 (Broadcast Presentation Skills), MCOM 402 (Online Journalism), and MCOM 440 (Convergence Journalism) will continue to engage in authentic learning activities during AY 2018-2019, and a target of 82% will be used once again for the new academic year. The department will continue to use the pre-test/post-test assessment method to provide a direct measure of student learning.

The faculty member who teaches MCOM 210 will begin using a new textbook for the next academic year. Otherwise, mass communication faculty will continue to monitor semester assessments to determine if changes are needed in the future.

The faculty member who teaches MCOM 221 will begin using a new textbook in Fall 2018 and an updated pre-test/post-test will be used for the course assessment.

Pre-test/post-test assessments will be added for the following courses for AY 2018-2019: Mass Communication 330 (Covering Sports) and Mass Communication 475 (Sports, Media and Society).

SLO 4.0: Students in MCOM 304, 321, 410, and 421 met the target of 80% during the 2017-2018 academic year. Moving forward, students will continue to be evaluated when producing artifacts that will display their ability to synthesize foundation knowledge and skills with specialized instruction within a chosen Mass Communication track.

A target of 80% will again be used for AY 2018-2019 and a rubric will again be used to evaluate students in this SLO.

SLO 5.0: Students in Mass Communication 230 and 498 met the target of 86% based off of students' ability to identify evolving technologies in the field of communication as indicated by the *Work Site Supervisor Ratings of Interns* form. A target of 86% will again be used for this SLO during AY 2018-2019. Meanwhile, the faculty will continue to monitor the profiles of our practicum and intern placements each semester.

Appendix A: Grading Rubric – MCOM 410

Capstone Campaign Grading Rubric (100 Points)			
	Excellent/Good (A/B): 16-20	**Fair (C): 14-15**	**Poor (D/F): 13 or below**
Situation (20)	■ Problem/opportunity is clearly and succinctly identified, providing a thorough rationale for the campaign. ■ Background on the problem/opportunity and organization is thoroughly discussed, clearly organized and grounded in research. ■ Publics are well thought-out and actionable. Analysis of publics is complete, clear, research-based and reflects good insight into the characteristics and motivations of target audiences.	■ Problem/opportunity and rationale for the campaign are adequately discussed. ■ Background on the problem/opportunity and organization is understandably discussed and contains evidence of research. ■ Publics are fairly well thought-out and fairly actionable. Analysis of publics is present and reflects some insight into the characteristics and motivations of target audiences.	■ Problem/opportunity or rationale for the campaign is missing or inadequately discussed. ■ Background on the problem/opportunity is unclear and contains little evidence of research. ■ Publics are poorly chosen and not actionable. Analysis of publics is absent or reflects minimal insight into the characteristics and motivations of target audiences.
	Excellent/Good (A/B): 8-10	**Fair (C): 7**	**Poor (D/F): 6 or below**
Objectives (10)	■ Objectives are measurable, specific, realistic and time-specific. ■ Objectives are well thought-out and adequate to address the problem/opportunity.	■ Objectives are mostly measurable, specific, realistic and time-specific. ■ Objectives are fairly well thought-out and mostly capable of addressing the problem/opportunity.	■ Objectives are not measurable, specific, realistic and time-specific. ■ Objectives are poorly thought-out and fail to address the problem/opportunity adequately.
	Excellent/Good (A/B): 8-10	**Fair (C): 7**	**Poor (D/F) 6 or below**
Messages (10)	■ Campaign theme and logo are creative, visually appealing, clear and reflect a good understanding	■ Campaign theme and logo are somewhat creative, appealing and clear. Theme and logo reflect	■ Campaign theme and logo lack creativity, are unclear, are visually unappealing and reflect a poor

	of the principles of effective public relations message design. ■ Key messages reflect a good understanding of the characteristics and motivations of key publics.	some understanding of the principles of effective public relations message design. ■ Key messages reflect some understanding of the characteristics and motivations of key publics.	understanding of the principles of effective pubic relations message design. ■ Messages reflect a poor understanding of the characteristics and motivations of key publics.
	Excellent/Good (A/B): 24-30	**Fair (C): 21-23**	**Poor (D/F): 20 or below**
Strategies/Tactics (30)	■ Strategies are clearly stated, reflect a good approach to achieving objectives and are well suited to key publics. ■ Tactics flow clearly and suitably from strategies, are designed to fully carry out strategies, incorporate a range of communication activities and are well tailored for key publics.	■ Strategies are fairly clear, reflect an adequate approach to achieving objectives and are somewhat suited to key audiences. ■ Tactics flow adequately from strategies, are adequately designed to carry out strategies, incorporate an adequate range of communication activities and are fairly well suited for key publics.	■ Strategies are unclear, reflect a poor approach to achieving objectives and are not appropriate for key audiences. ■ Tactics do not flow well from strategies, are inadequate to carry out strategies, fail to incorporate an adequate range of communication activities, and are poorly suited to key publics.
	Excellent/Good (A/B): 8-10	**Fair (C): 7**	**Poor (D/F): 6 or below**
Timeline/Calendar (10)	■ Timeline includes all campaign components with precise dates and timing.	■ Timeline includes most campaign components with fairly defined dates and timing.	■ Timeline includes few components with poorly defined dates and timing.
	Excellent/Good (A/B): 8-10	**Fair (C): 7**	**Poor (D/F) 6 or below**
Budget (10)	■ Budget is comprehensive, accurate, realistic and contains sufficient quotes.	■ Budget is fairly complete, mostly accurate, mostly realistic and contains some quotes.	■ Budget is incomplete, inaccurate, unrealistic and contains few or no quotes.
	Excellent/Good (A/B): 8-10	**Fair (C): 7**	**Poor (D/F): 6 or below**
Evaluation (10)	■ Elements to be evaluated are clearly linked to established objectives and are	■ Elements to be evaluated are adequately linked to established	■ Elements to be evaluated are not linked to established objectives and are

	realistic, feasible and appropriate as to cost, time and other resources. ■ Evaluation employs a good range of metrics, and metrics are appropriate for objectives	objectives and are mostly realistic, feasible and appropriate as to cost, time and other resources. ■ Evaluation employs an adequate range of metrics, and metrics are mostly appropriate for objectives	unrealistic, infeasible and inappropriate as to time, cost and other resources. ■ Evaluation employs an inadequate range of metrics, and metrics are not appropriate for objectives.

Appendix B: Grading Rubric – MCOM 304

MCOM 304 Assignments Rubric

This rubric will be applied to separately evaluate each photo in an assignment, and the scores totaled to calculate the final grade on the assignment.

Assigned skill (50 points) (Example: Freezing motion)	Excellent/Good (A/B) Score: (40-50)	Fair (C) Score: (35-39)	Poor (D/F) Score: (Less than 35)
	The image clearly demonstrates the skill assigned for this exercise (Example: The object in motion is sharp and in focus with no blur) Score: XX	The image adequately demonstrates the assigned skill (Example: The object in motion is captured with little blur) Score: XX	The image does not demonstrate the assigned skill (Example: The object in motion shows significant blur and is not in focus) Score:XX
Previously assigned skills (10 points) (Example: Composition)	Excellent/Good (A/B) Score: (8-10)	Fair (C) Score: (7)	Poor (D/F) Score: (Less than 7)
	The image expertly incorporates previously assigned skills appropriate to the current use (Example: The image freezes motion as assigned, and is well composed) Score: XX	The image adequately incorporates previously assigned skills appropriate to the current use. Score: XX	The image does not incorporate previously assigned skills appropriate to current use. Score: XX
Subject matter/number of photos (30 points) (Example: Sports)	Excellent/Good (A/B) Score: (24-30)	Fair (C) Score: (21-23)	Poor (D/F) Score: (Less than 21)
	The subject of the image is consistent with the nature of the assignment (Example: An image of a player sliding into second base/five photos submitted) Score: XX	The subject of the image is vaguely consistent with the nature of the assignment. Score: XX	The subject of the photo is not consistent with the nature of the assignment. Score: XX
Caption (10 points)	Excellent/Good (A/B) Score: (8-10)	Fair (C) Score: (7)	Poor (D/F) Score: (Less than 7)
	The caption is consistent with AP style, includes key information and is well-written. Score: XX	The caption is largely consistent with AP style, includes most key information and is easily understood. Score: XX	The caption is not consistent with AP style, does not include key information and is poorly written. Score: XX
Subtotals:			
Total score:			

Appendix C: Grading Rubric – MCOM 321

MCOM 321 – Broadcast Field Production and Reporting FINAL PROJECT - Grading Rubric (100 Points)	3	2	1
News story selection (20)	**Excellent/Good (A/B): 16-20** News story selection is clearly and succinctly identifiable based on news values (timeliness, proximity, consequence, prominence, or human interest), providing a thorough rationale for the news package.	**Fair (C): 14-15** News story selection is adequate based on news values criteria ((timeliness, proximity, consequence, prominence, or human interest).	**Poor (D/F): 13 or below** News story selection and rationale are missing and does not meet the objectives of story selection criteria ((timeliness, proximity, consequence, prominence, or human interest).
Camera Work & Video (10)	**Excellent/Good (A/B): 8-10** ■ camera was white-balanced ■ steady shots evident ■ all shots are in focus ■ all shots include proper head room ■ video provides support for news story ■ lighting of subject(s) is evident ■ no awkward shadows on subject(s)	**Fair (C): 7** ■ camera was completely white-balanced ■ video not steady at all times. ■ not all shots are in focus ■ not all shots include proper head room ■ some video provides support for news story ■ some lighting of subject(s) is evident ■ some awkward shadows on subject(s)	**Poor (D/F): 6 or below** ■ camera was not white-balanced ■ video was not steady. ■ no shots are in focus ■ improper head room ■ video does not provide support for news story ■ improper lighting of subject(s). ■ awkward shadows on subject(s) noticeable by viewer
Audio (10)	**Excellent/Good (A/B): 8-10** ■ Audio is clear.	**Fair (C): 7** ■ Audio is satisfactory – some audio is muffled or includes some unclear parts.	**Poor (D/F): 6 or below** ■ Audio is unsatisfactory – audio cannot be understood and is not clear.
Time Limit (10)	**Excellent/Good (A/B): 8-10** The news package was at or less than 2 minutes.	**Fair (C): 7** The news package was over by more than 15 seconds.	**Poor (D/F): 6 or below** The news package was over by more than 30 seconds.
Editing (10)	**Excellent/Good (A/B): 8-10** Story was editing with no obvious issues or mistakes.	**Fair (C): 7** Story was edited, but mistakes are evident in a few areas of the story.	**Poor (D/F): 6 or below** Story was not edited properly or too many mistakes exist that would make the news package not ready for broadcast.

MCOM 321 – Broadcast Field Production and Reporting FINAL PROJECT - Grading Rubric (100 Points)	3	2	1
Elements of the news package (20)	**Excellent/Good (A/B): 16-20** ■ Story was well organized, story flows, has beginning, middle and end. Story is a cohesive piece ■ Content is appropriate and relevant. Audio and video match and reinforce. ■ The reporter appeared natural and confident and connected with the audience.	**Fair (C): 14-15** ■ Story has organizational flaws and is difficult to follow; beginning, middle and end is slightly unclear. ■ Audio and video match occasionally; some content not relevant. ■ The reporter needs more practice to appear natural and confident in front of the camera.	**Poor (D/F): 13 or below** ■ Story is choppy and not organized. Content is not newsworthy. ■ Audio and video rarely match; content is not relevant and not appropriate for story. ■ The reporter appears uncomfortable, unprofessional and unrehearsed.
Overall Evaluation (20)	**Excellent/Good (A/B): 16-20** ■ Overall objectives discussed throughout course were met.	**Fair (C): 14-15** ■ from start to finish. ■ Some, but not all, objectives discussed throughout course were met.	**Poor (D/F): 13 or below** ■ Objectives for the course were not met.
TOTAL POINTS (out of 100) GENERAL COMMENTS:			

Appendix D: Grading Rubric – MCOM 421

MCOM 421 – ADVANCED BROADCAST JOURNALISM FINAL PROJECT - Grading Rubric (100 Points)	3	2	1
News story selection (20)	Excellent/Good (A/B): 16-20	Fair (C): 14-15	Poor (D/F): 13 or below
	News story selection is clearly and succinctly identifiable based on news values (timeliness, proximity, consequence, prominence, or human interest), providing a thorough rationale for the news package.	News story selection is adequate based on news values criteria ((timeliness, proximity, consequence, prominence, or human interest).	News story selection and rationale are missing and does not meet the objectives of story selection criteria ((timeliness, proximity, consequence, prominence, or human interest).
Camera Work & Video (10)	Excellent/Good (A/B): 8-10	Fair (C): 7	Poor (D/F): 6 or below
	■ camera was white-balanced ■ steady shots evident ■ all shots are in focus ■ all shots include proper head room ■ video provides support for news story ■ lighting of subject(s) is evident ■ no awkward shadows on subject(s)	■ camera was completely white-balanced ■ video not steady at all times. ■ not all shots are in focus ■ not all shots include proper head room ■ some video provides support for news story ■ some lighting of subject(s) is evident ■ some awkward shadows on subject(s)	■ camera was not white-balanced ■ video was not steady. ■ no shots are in focus ■ improper head room ■ video does not provide support for news story ■ improper lighting of subject(s). ■ awkward shadows on subject(s) noticeable by viewer
Audio (10)	Excellent/Good (A/B): 8-10	Fair (C): 7	Poor (D/F): 6 or below
	Audio is clear.	Audio is satisfactory – some audio is muffled or includes some unclear parts.	Audio is unsatisfactory – audio cannot be understood and is not clear.
Time Limit (10)	Excellent/Good (A/B): 8-10	Fair (C): 7	Poor (D/F): 6 or below
	The news package was at or less than 2 minutes.	The news package was over by more than 15 seconds.	The news package was over by more than 30 seconds.
Editing (10)	Excellent/Good (A/B): 8-10	Fair (C): 7	Poor (D/F): 6 or below
	Story was editing with no obvious issues or mistakes.	Story was edited, but mistakes are evident in a few areas of the story.	Story was not edited properly or too many mistakes exist that would make the news package not ready for broadcast.
Elements of the news package (20)	Excellent/Good (A/B): 16-20	Fair (C): 14-15	Poor (D/F): 13 or below
	■ Story was well organized, story flows, has beginning, middle and end. Story is a cohesive piece ■ Content is appropriate and relevant. Audio and video match and reinforce. ■ The reporter appeared natural and confident and connected with the audience.	■ Story has organizational flaws and is difficult to follow; beginning, middle and end is slightly unclear. ■ Audio and video match occasionally; some content not relevant. ■ The reporter needs more practice to appear natural and confident in front of the camera.	■ Story is choppy and not organized. Content is not newsworthy. ■ Audio and video rarely match; content is not relevant and not appropriate for story. ■ The reporter appears uncomfortable, unprofessional and unrehearsed.
Overall Evaluation (20)	Excellent/Good (A/B): 16-20	Fair (C): 14-15	Poor (D/F): 13 or below
	Overall objectives discussed throughout course were met.	■ from start to finish. ■ Some, but not all, objectives discussed throughout course were met.	Objectives for the course were not met.
TOTAL POINTS (out of 100) GENERAL COMMENTS:			

Appendix E: Practicum/Internship Evaluation Form

STUDENT INTERN EVALUATION

(To be filled out by Student's Supervisor)

STUDENT NAME_____   STUDENT ID NUMBER_____

EVALUATION PERIOD: FROM_____ To _____

_____

Instructions: Place an "x"' in one square for each category below the phrase which most nearly describes the person being rated. Carefully evaluate each of the qualities separately. In making choices compare the intern with other interns or those with comparable knowledge.

_____

1. Quality of work:

Work is unsatisfactory	Work is often below average.	Work is above average	Work superior to that of others.	Work is of exceptional quality
☐	☐	☐	☐	☐

2. Quantity of work:

Production is unsatisfactory	Production is very low.	Production is average.	Production is high.	Production is exceptional.
☐	☐	☐	☐	☐

3. Attitude toward criticism:

Negative reaction to criticism.	Takes some exception to criticism.	Accepts criticism.	Seeks criticism and instruction	Seeks criticism and immediately corrects weaknesses.
☐	☐	☐	☐	☐

4. Cooperation with others:

Quarrelsome, surly, uncooper--ative.	Sometimes difficult to work with.	Exhibits an average level of Cooperation.	Always congenial and cooperative. and promote morale.	Works hard to be cooperative
☐	☐	☐	☐	☐

5. Dependability:

Works half-heartedly.	Sometimes acts indifferent to work.	Steady worker.	Hard worker.	Works exceptionally hard.
☐	☐	☐	☐	☐

6. Attendance:

Often absent or late.	Sometime absent or late.	Usually present and on time.	Rarely late or absent.	Never absent or late without good reason.
☐	☐	☐	☐	☐

7. Initiative:

Waits to be told what to do.	Often waits unnecessarily for directions.	Works without waiting for directions.	Looks for additional tasks to accomplish.	Highly self-reliant. Finds and completes extra tasks

☐ ☐ ☐ ☐ ☐

_____

8. <u>Appearance:</u>

| Untidy.. Poor taste in dress. | Somewhat careless about personal appearance. | Satisfactory personal appearance. | Better than average appearance. | Very neat. Excellent taste in dress. |

☐ ☐ ☐ ☐ ☐

_____

9. <u>Progress made:</u>

| Able to do little more at end of this period than at beginning. | Exhibited a minimal gain of knowledge/skill. | Progressed in skill /knowledge at an average rate. | Gained skill/ knowledge at an above average rate. | Showed exceptional progress in skill/ knowledge. |

☐ ☐ ☐ ☐ ☐

_____

10. <u>Overall assessment:</u>

| Unsatisfactory. | Below average. | Average. | Above average. | Exceptional. |

☐ ☐ ☐ ☐ ☐

_____

Please discuss any other strengths or weaknesses exhibited by the intern below.

_____
_____
_____
_____
_____
_____
_____
_____

Please sign form, discuss results with the intern, and obtain his/her signature.

_____   _____
Supervisor's Signature   Date   Intern's Signature   Date