# Institutional Effectiveness Report

| Name of Program/Department: | Mass Communication |
|---|---|
| Year: | 2019-2020 |
| Name of Preparer: | Stan Diel |

## 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**

During the 2019-2020 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.

Consistent with previous years, 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.

Overall, student evaluations revealed student improvement in every SLO during academic year 2019-2020.

Eighty-three percent of students were expected to show improvement when comparing results of the pre-test and post-test for SLO 1. Eighty-two percent of students were expected to make adequate progress by showing improvement on the pre-test and post-test assessment for SLO 2. Eighty-two percent of students were expected to show improvement when comparing results of the pre-test and post-test for SLO 3. Students were expected to score 82% or higher on an evaluation rubric for SLO 4. For SLO 5, a target of 86% percent was used when evaluating students participating in a practicum or internship, although no students enrolled in an internship or practicum during academic year 2018-2019.

**For SLO 1**, 100% of students in foundation course MCOM-110 improved their scores based on the post-test assessment. In MCOM-240, 100% of the students enrolled showed improvement from pre-test to post-test. MCOM-430 was not offered in the 2019-2020 academic year.

**For SLO 2**, 100% of students in MCOM-451 and 90% of students in MCOM-455 improved their scores based on the post-test assessment.

**For SLO 3**, 94% of students increased their score from pre-test to post-test in MCOM-210, and 88.8% of students increased their score from pre-test to post-test in MCOM-320. For MCOM-201, MCOM-221, MCOM-301, MCOM-306, MCOM-310, and MCOM-475, 100% of students improved their score from pre-test to post-test. MCOM-330, MCOM-402, and MCOM-440 were not taught during the academic year.

**For SLO 4** departmental rubrics were used when evaluating students' foundational knowledge and skills for MCOM-220, MCOM-321and MCOM-421. Student average project grades based on a course rubric were as follows: 93% for MCOM-321; and 91% for MCOM-421. Pre- and post-tests were used when evaluating students knowledge and skills

MCOM-220 and MCOM-304 were not offered in the 2019-2020 academic year.

Lastly, an on-site supervisor usually provides a snapshot of a student's ability to identify evolving technologies through the *Work Site Supervisor Ratings of Interns* form in SLO 5, which include MCOM-230 and MCOM-498. No student enrolled in either of these two courses over the course of the academic year; we expect students to participate in the two courses during the next academic year.

**Student Learning Outcomes (SLOs)**

**SLO 1.0:** Eighty-three percent (83%) or more of students in MCOM-110, MCOM-240, and MCOM-430, on average, will show improvement when classifying salient aspects of current trends and issues in mass communication.

**SLO 2.0:** Eighty-three percent (83%) or more of students in MCOM-451 and MCOM-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-three percent (83%) or more of students in MCOM-201, MCOM-210, MCOM-221, MCOM-301, MCOM-306, MCOM-310, MCOM-320, MCOM-402, MCOM-440, MCOM-330, and MCOM-475 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 MCOM-304, MCOM-321, MCOM-410, and MCOM-421, on average, will score 83% 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 MCOM-230 and MCOM-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 MCOM-110, MCOM-240, and MCOM-430 were expected to show 83% (baseline = 60%) 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 MCOM-451 and MCOM-455 were expected to show 83% (baseline = 60%) 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 MCOM-201, MCOM-210, MCOM-221, MCOM-301, MCOM-306, MCOM-310, MCOM-320, MCOM-402, MCOM-440, MCOM-330, and MCOM-475 were expected to show 83% (baseline = 60%) 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 MCOM-220, MCOM-304, MCOM-321, MCOM-410, and MCOM-421 were expected to perform at the 83% (baseline = 60%) 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 MCOM-230 and MCOM-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 academic year 2019-2020 to evaluate students' learning outcome for MCOM-110 (Introduction to Mass Communication), MCOM-240 (Social Media Impact on Journalism), and MCOM-430 (Critical Issues in Mass Communication). Students were expected to show 83% (baseline = 60%) or greater improvement based on the results of the pre-test and post-test.

> **SLO 1.0.1:** During Fall 2019 and Spring 2020, 100% 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 83% improvement for this Student Learning Outcome. The target was achieved.

> **SLO 1.0.2:** 100% of students enrolled in MCOM-240 showed improvement on the pre-test/post-test assessment. The students in this course also exceeded the target of 83% for the SLO. The target was achieved.

> *Note: MCOM-430 (Critical Issues in Mass Communication) was not offered during the 2019-2020 academic year.*

**SLO 2.0:** A pre-test and post-test were used to evaluate student learning outcomes in MCOM-451 (Media Law) and MCOM-455 (Media Ethics). Eighty-two percent (82%) of the students were expected to increase their scores from pre-test to post-test for this SLO. The baseline was 60%. These assessments gauged students' knowledge of law and ethical dilemmas pertaining to the professional conduct of journalists.

> **SLO 2.0.1:** In MCOM-451, 100% of students' scores improved, therefore, the target of 82% 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.

> **SLO 2.0.2:** In MCOM-455, 100% 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), and MCOM-475 (Sports, Media & Society) engaged in authentic learning activities and a target of 82% (baseline = 60%) was used for academic year 2019-2020 when describing and identifying key issues germane to writing and editing for print, broadcast and public relations. The department used the pre-test/post-test assessment method for this SLO to provide a direct measure of student learning.

> **SLO 3.0.1:** During Fall 2019 and Spring 2020, 100% of the students enrolled MCOM-201 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

> **SLO 3.0.2:** During Fall 2019 and Spring 2020, 94% of the students enrolled in MCOM-210 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

> **SLO 3.0.3:** During Fall 2019 and Spring 2020, 100% of the students enrolled in MCOM-221 showed improvement based on the pre-test/post-test assessment, achieving the target of 82%.

> **SLO. 3.0.4**: During Fall 2019 and Spring 2020,100% of the students enrolled in MCOM-301 showed improvement based on the pre-test/post-test assessment. The target for this course was also met.

> **SLO. 3.0.5:** During Fall 2019, 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.

**SLO 3.0.6:** During Fall 2019, 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.

**SLO 3.0.7:** During spring 2019, 88.8% of the students enrolled in MCOM-320 showed improvement based on the pre-test/post-test assessment, meeting the target of 82%. MCOM-320 was not offered during the fall semester.

**SLO 3.0.8:** During spring 2019, 100% of the students enrolled in MCOM-475 showed improvement based on the pre-test/post-test assessment. This course met the target of 82%. MCOM-475 was not offered during the fall semester.

*Note:* MCOM-402 (Online Journalism), MCOM-440 (Convergence Journalism) and MCOM-330 (Covering Sports), were not offered during academic year 2019-2020.

**SLO 4.0**: A rubric was used as a semester-ending assessment in academic year 2019-2020: MCOM-321 (Broadcast Field Production & Reporting), MCOM-410 (Advanced Public Relations), and MCOM-421 (Advanced Broadcast Journalism). A target of 82% (baseline = 60%) 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.

**SLO 4.0.1:** During fall 2019, the class average project grade for students enrolled in MCOM-321 was 93.4%, surpassing the target for this SLO. The course was not offered during the spring semester.

**SLO 4.0.2:** During Spring 2020, 100% of students enrolled in MCOM-410 showed improvement based on the rubric assessment, exceeding the target for this SLO. The course was not offered during the fall semester.

**SLO 4.0.3:** During Spring 2020, the class average project grade for students enrolled in MCOM-421 was 91.3%, surpassing the target for this SLO. The course was not offered during the fall semester.

*Note: MCOM-220 (Broadcast Production) and MCOM-304 (Photojournalism) were 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). The department faculty uses 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.

*Note: No students were enrolled in MCOM 498 this academic year.*

**Action Items**

**SLO 1.0:** The target of 83% was achieved for this student learning outcome during the 2019-2020 academic year for MCOM-110 (Introduction to Mass Communication) and MCOM-240 (Social Media Impact on Journalism). Based on these findings, the faculty of the Mass Communication Department will continue to assess student improvement for academic year 2020-2021 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 83% (baseline = 60%) will be used for academic year 2020-2021 for this SLO.
MCOM-430 (Critical Issues in Mass Communication) was not taught during academic year 2019-2020. Pre-test/post-test assessments will be used for these courses when taught within the department.

**SLO 2.0:** The target of 82% was achieved for this student learning outcome during academic year 2019-2020 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 82% will be increased to 83% (baseline = 60%) for this SLO for the upcoming academic year while using a pre-test/post-test assessment.

**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 relations 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 academic year 2020-2021, and a new target of 83% (baseline = 60%) will be used 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.

**SLO 4.0:** Students in MCOM-321, MCOM-410, and MCOM-421 exceeded the target of 82% during the 2019-2020 academic year. 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. In academic year 2019-2020 MCOM-304 and MCOM-410 transitioned from rubric-based evaluation to pre- and post-tests. In academic year 2020-2021 the department will evaluate the effectiveness of that change and the possibility of similarly transitioning MCOM-220, MCOM-321 and MCOM-421.
A new target of 83% (baseline = 60%) will be used for academic 2020-2021.

**SLO 5.0:** No students enrolled in MCOM-230 and MCOM-498 during academic year 2019-2020. We expect students to enroll this upcoming academic year. The department will continue to assess student performance 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% (baseline = 60%) will again be used for this SLO during academic 2020-2021.

Meanwhile, the faculty will continue to monitor the profiles of our practicum and intern placements each semester.

**All SLOs:** Historically, the Department of Mass Communication has used a baseline of 60% for the purposes of analyzing student learning outcomes. Beginning in academic year 2020-2021 the department will calculate baselines as an average based on a minimum of two previous semesters' outcomes, consistent with written guidance from the university's IE committee.

## Appendix A: 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 | 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<br>■ steady shots evident<br>■ all shots are in focus<br>■ all shots include proper head room<br>■ video provides support for news story<br>■ lighting of subject(s) is evident<br>■ no awkward shadows on subject(s) | ■ camera was completely white-balanced<br>■ video not steady at all times.<br>■ not all shots are in focus<br>■ not all shots include proper head room<br>■ some video provides support for news story<br>■ some lighting of subject(s) is evident<br>■ some awkward shadows on subject(s) | ■ camera was not white-balanced<br>■ video was not steady.<br>■ no shots are in focus<br>■ improper head room<br>■ video does not provide support for news story<br>■ improper lighting of subject(s).<br>■ 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. |

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

# Appendix C: 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.  <u>Initiative:</u>

| 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