2007 -2008 Assessment

Communication Arts: Journalism B.A.

Assessment:

Two journalism faculty members and one experienced newspaper editor at the Pensacola News Journal rated five randomly selected student-written articles in The Voyager and rated them as to whether they met professional expectations in terms of communication. Copies of the selected rticles are attached.

Executive Summary:

1. Results

<table>
<thead>
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<th>Faculty member #2</th>
<th>Editor</th>
</tr>
</thead>
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<td>2 met</td>
</tr>
<tr>
<td>0 failed to meet expectations</td>
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<td>3 failed to</td>
</tr>
</tbody>
</table>

2. Action taken based on the results of the assessment

On June 27 we agreed that the results suggested a need for more attention, in our teaching of news writing, to avoidance of editorializing and to putting the most important information high in the article.

Further, we decided to change the assessment process by developing a formal rubric by which student articles will be judged, instead of relying upon evidence of the traditional 5 Ws of print journalism.
Yellowstone official educates students, faculty
Alumna visits Festival on the Green as part of 40th anniversary celebration

MELISSA HOWARD
Staff Writer

Court judges, CEOs, authors and deans: these are only a few titles held by the alumni of the University of West Florida. The University is currently sponsoring a “Profiles in Leadership” program to bring 40 alumni with established leadership skills to the school to share their knowledge in celebration of its 40th anniversary.

Former UWF student Suzanne Lewis is the superintendent of Yellowstone National Park, and she gave a presentation titled “Yellowstone: The Delicate Balance” on April 4 at the UWF Conference Center.

“Her roots with the University run deep, and we are glad to have her here,” said Dean Van Galen, vice president of the Division of University Advancement, of Lewis’ return to the University.

Lewis talked about the challenges she faces as the superintendent of Yellowstone concerning poaching, keeping the wildlife healthy, budgeting $30 million, overseeing her staff of 400 and other difficult tasks.

She graduated from UWF with a bachelor’s degree in American History in 1978 and began her career with the National Park Service that year at Gulf Islands National Seashore. After she left Gulf Islands, Lewis went on to be the superintendent of Glacier National Park, and then superintendent of Yellowstone in 2002.

Yellowstone is home to half of the world’s geothermal features, with 300 geysers spread about the park. The park also holds the world’s largest geyser, which is surprisingly not the famous “Old Faithful” geyser, but a geyser called “Steamboat.”

Perhaps the biggest battle the park faces is how to weigh the usage of its resources against the preservation of the facility.

“The delicate balance lies in trying to walk between our challenges and opportunities at Yellowstone,” Lewis said.

A menagerie of animals lives in the park, including 61 species of mammals. Bears, wolves, sheep and even pelicans dwell in the 28,000 square miles of land, which is surrounded by national forests that house even more animals.

A few species in the park are threatened by extinction, including the grizzly bear, though the recovery of this species in the park has been a remarkable success. The North American grey wolf was recently removed from the list of endangered animals, which Lewis also considers a huge achievement.

Hunting is not allowed in the park but is state-regulated in the forests surrounding Yellowstone. Poachers sometimes enter the park, posing a big threat to the wildlife of Yellowstone.

“Poaching is evil,” audience member Teresa Liles said. “A national park is a safe haven for wildlife that has nowhere else to exist. People that hunt and poach in the Yellowstone Park deserve big consequences.”

Only 1 percent of the park is developed, and most of the development is housing. Most employees of Yellowstone Park live on-site, since it takes a good three to four hours to reach civilization. This is also a problem for the park. The isolated location means employees must act beyond their job duties.

“We are the police force, we are the fire station, we are the paramedics,” Lewis said. “We try to be ready for anything.”

Yellowstone has helped the scientific world in many ways, excluding its purpose as a safe haven for unique environmental features. The park recognizes around 500 research projects every year, usually led by colleges. The findings of these projects have used enzymes from geothermal features to learn how to color code DNA among other discoveries.

Lewis’ education and experience have led her to a very prosperous career with the National Park Service, and her dedication to preserving nature is apparent.

“From what I’ve seen, she seems to be where she is because she’s passionate about what she’s doing and about the park she works for,” hospitality major Christina Brunson said.
Is E-Learning e-effective?

President John Cavanaugh says online courses may be the financial savior of the University of West Florida during the current budget crisis. He may be right. More and more students attracted by the flexibility of taking online courses are enrolling in greater numbers each semester.

So, on the surface, everything about UWF's eLearning program would seem to be going along quite nicely. But some faculty members are worried about the University's plunge into online education. Some say they are being pushed by their departments to develop eLearning courses without sufficient training. Others worry that the online courses they are creating will replace them in the classroom some day.

Meanwhile, student cheaters apparently love the ease with which they can beat the online system when it comes time to take exams.

But despite the growing pains associated with UWF's growing online education empire, nobody expects the University's newfound emphasis on cyber classes to diminish.

Cavanaugh, in a January 2008 Town Hall Meeting, said that online courses allowed the University to hang onto students when they go home or do internships over the summer.

He said online classes represented a major source of revenue growth that has greatly helped cushion the blow delivered by budget cuts.

The numbers certainly back up his claims. Since the program's inception during the 2003-2004 academic year, eLearning has shown a significant amount of growth.

In just the last academic year, the number of eLearning users increased a staggering 56 percent. Over 40 percent of classes for the upcoming UWF Summer 2008 schedule are being offered as online courses.

The merits of online courses have garnered appeal with an ever-changing student body. These courses allow students with jobs, scheduling issues or other prior commitments an opportunity to continue their education regardless of circumstances.

Senior Help Desk Analyst Theo Wiegmann said the ability to learn and process information at students' own convenience has a certain appeal.

"People who work full time and still want to go to college have few options," Wiegmann said. "Online courses offer schedule flexibility that night courses simply can't. You can learn at your own pace and revisit content as often as needed. These options are a major draw to students."

Former UWF student Jon Turner experienced the benefits of the go-at-your-own-pace aspect of eLearning.

"Without online courses I probably would never have finished my bachelor's degree," Turner said. "There were a lot of times I would be studying or doing class work at all hours of the night. If I wasn't able to learn material when it was best for me, then I probably..."
Clearing a trail

LUKE LEITSCHUCK
Staff Writer

Two girls from the Student Government Association in green shirts stood by the road holding huge white signs with the words "Nature Trail Cleanup" written in black ink.

The signs had arrows as well, and the girls directed traffic for families and volunteers who didn't know their way to the University of West Florida's Nature Trail.

At about 11:30 a.m. on March 8 there already were about 80 people in attendance, including SGA members, UWF students, families with Cub Scouts and people who came out and help beautify UWF's campus a little.

Chris Delee, a junior at UWF, dressed in an orange shirt and white working gloves, got an early start on Saturday.

"I'm not part of any organization," Delee said. "I just wanted to come out and help, and this gives me something to do."

Outdoor Adventure Coordinator Shaun Boren was at the cleanup, leading a group going to the disc golf course.

"We're going to be focused on cleaning out the brush, using shears and other tools," Boren said. "There's a lot that hasn't been done since the hurricane hit, and we're going to clear out the brush."

A list to sign in and give your shirt size was at the starting point of the cleanup. T-shirts were given out after lunch, and lunch was bought with the Special Initiatives fund of the SGA. There was pizza from CiCi's and cases of bottled water were available for

"... this is the start of something we want to make bigger. We want to turn it into something the entire community can get involved with."

-SGA President April Jardine

Photo by Ron Besser

Students carry rakes and other equipment on the University of West Florida nature trail walkways while cleaning the trails March 8. Over 80 people came to aid in the effort.
John McCain visits Pensacola

Melissa Miller
Contributing Writer

About 1,000 supporters turned out April 2 to show their support for Republican presidential candidate Sen. John McCain at a rally held at Pensacola Junior College.

McCain’s stop in Pensacola is part of what is called his “Service to America” tour, and his service to the country as a naval aviator, a prisoner of war in Vietnam and as a senator were the afternoon’s themes.

McCain was introduced to the nearly all-white, elderly audience by retired Navy Capt. Bob Stumpf, who first met McCain 1976 while serving under him in Jacksonville, Fla.

“John McCain epitomizes a life of service,” he said.

McCain talked about his time spent in Pensacola as a cocky, young aviator, how his experience during the war and how he became president.

“Better beliefs,” he said. “After listening to the other two, [Clinton and Obama], he’s the best candidate by far. He’s strong about the military—he’s got a better understanding.”

McClain used the opportunity of being on a college campus to talk about how the nation should look to college campuses to encourage a greater number of young people to serve in the armed forces.

“We could institute a draft,” McCain said as a handful of people cheered, “but that is neither necessary nor desirable. We could and should call on universities to allow ROTC a presence on their campuses. That they are frequently denying that privilege is disgraceful.”

-Presidential candidate John McCain on encouraging students to join the U.S. Military

McCain, page 2

Photo courtesy of the Pensacola News Journal

U.S. Senator and presidential candidate John McCain speaks before several hundred supporters at Pensacola Junior College while making a campaign stop in the Pensacola April 2.

McCain stops at PJC to campaign

From Page 1

Cuban Missile Crisis in the early 60’s changed his perception of himself and why America needs to increase the size of its military and never give up on the War in Iraq. It was a message that seemed to resonate with many people in attendance.

There were many military personnel in uniform supporting McCain. He seems to have the support of many people who have already served in Iraq, despite the fact that he says the war there will not end if he becomes president. Army Staff Sgt. Richard Lynch said he recently served 10 months in Baghdad and that McCain has his vote.

The reason he is voting for McCain: “Better beliefs,” he said. “After listening to the other two, [Clinton and Obama], he’s the best candidate by far. He’s strong about the military—he’s got a better understanding.”

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“We could institute a draft,” McCain said as a handful of people cheered, “but that is neither necessary nor desirable. We could and should call on universities to allow ROTC a presence on their campuses. That they are frequently denying that privilege is disgraceful.”

He also said that not allowing ROTC on college campuses is, “unfair, ungrateful, and very poor citizenship.”

The economy wasn’t a topic touched on by McCain during the rally, but it did seem to be on some voters’ minds. Jason Williams, a 36-year-old who works for the commercial banking division of Gulf Community Bank said he’s voting for McCain for economic reasons.

“The biggest thing is his military support and experience,” he said. “I think the military and our Iraq experience is tied into the economy.”
Global Grill serves tapas, fine wine

**By Clay Meister**

Staff Writer

Downtown Pensacola has seen a revival of sorts in recent years with a number of upscale businesses and eateries replacing deserted spaces.

The Global Grill is one of these upscale eateries. Located at 27 S. Palafox Place, Global Grill is in the heart of downtown.

Global Grill serves a variety of cuisine, from regional favorites to Asian-themed dishes to Italian and Mediterranean specialties. They specialize in tapas, a traditional Spanish dish that consists of a small portion of food, normally served with wine.

In the spirit of spirits, Global Grill boasts an extensive list of wines from vineyards worldwide, priced from $16 to $360 per bottle. Many wines are available by the glass, and there is a full liquor bar.

"The tapas are great for large groups," Mark Johnson said. "They give everyone a chance to sample several different things without ordering full entrées."

Johnson has been the manager of Global Grill for three years.

As the name suggests, the menu is truly global. The selection of hot tapas includes frog legs, baked Brie, scallops, fried artichokes, asparagus, fried green tomatoes, crab cakes and pork tenderloin. Not to mention the oysters, lamb, soft-shell crab, shrimp, fresh water lobster tails and crawfish that are available.

The selection of cold tapas is equally diverse. Global Grill features seared tuna, tuna sashimi, crab West Indies with avocado and several olive and cheese items. Tapas range in price from $4 to $14, and each is certainly enough to feed one person, especially if paired with a salad or soup.

A variety of salads are offered as well, and each is available with your choice of added meats or toppings.

Full entrée portions created from many of the tapas ingredients as well as duck, beef and pork range in price from $20 to $32. Lump crab meat, grilled or blacked shrimp or sautéed mushrooms can be added to any item at an additional charge.

If you have an appetite for dessert, the menu will not disappoint you. The crème brûlée is delicious, though, on a personal note, I was not terribly impressed with my Spanish chocolate cake, since it was topped with fresh basil.

"We don’t come often enough," Dona Usry said as she and her husband Milton enjoyed a glass of wine while awaiting their meal.

The entrance to Global Grill features a large bar and lounge area, and the walls throughout the restaurant are decorated with paintings available for purchase.

Global Grill is owned and operated by executive chef Frank Taylor. The unique restaurant is open Tuesday through Saturday starting at 5 p.m. Reservations are suggested. More information is available on their Web site http://www.dineglobalgrill.com or by calling 469-5966.
Assessment:
Near the end of the spring semester, two local public relations professionals, both members of the Florida Public Relations Association, evaluated the electronic portfolios of five graduating seniors in terms of communication. They completed this form:

Name of student:
Name of reviewer:
Title:
Place of Employment:
1. Does the portfolio contain adequate writing and graphics arts samples to demonstrate evidence of learning to a prospective employer? Yes__ No_
2. Is the e-portfolio easy to open and navigate? Yes__ No_
3. What additional information would you recommend the student include in his/her Portfolio?

4. In your opinion, how would you rank the overall portfolio?
   ___ exceeded expectations
   ___ met expectations
   ___ did not meet expectations

Executive Summary:

Results

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2. Action taken based on the results of the assessment

At our meeting on June 16 we decided that more emphasis on presentation in the electronic format, and avoiding typos and other errors in proposals, is necessary in our teaching.
2007 -2008 Assessment

Communication Arts: Advertising, B.A.

Assessment:
Ratings of the various categories of our students’ work in the National Advertising Student Competition statewide event in Tampa in April given by judges who are advertising professionals were reviewed. Ratings are attached.

Executive Summary:

1. Results
Our students won the competition for the best creative component at the state contest and placed third overall this year.

2. Action taken based on the results of the assessment
At our meeting on June 17 we again concluded that, based on the judges’ remarks, more attention needs to be paid to presentations of recommended advertising strategy.
**PRESENTATION**

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Sub Tot Present.                      | 1.00 | 19.5 |

**PLANS BOOK**

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Sub Tot Plans Book                    | 1.00 | 21.5 |

GRAND TOTAL                           | 41.0 |

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2007 -2008 Assessment

Communication Arts: Organizational communication, B.A.

Assessment:
Critical thinking: Five multiple-choice questions on fundamental elements of speech design (elements related to the speech that a student should be able to make decision about by the end of the semester of study in the course) were administered to 69 students in fall SPC 2016 sections and 95 students in spring SPC 2016 sections.

Communication: Final persuasive speeches of 25 students randomly selected from in fall SPC 2016 sections and 20 students randomly selected from spring SPC 2016 sections were analyzed by the program director, who was not the instructor of any of the students selected, and graded with a rubric concerning skills students were expected to exhibit. Rubric is attached.

Executive Summary:

Results

Critical thinking: 85 % of students answered correctly

Communication: Average speech score was 87.9

2. Action taken based on the results of the assessment

At our June 16 meeting we decided no changes were needed as this point.
A source is likely to be more credible if it includes information about the methods used to generate the data and why the data was collected.

A. TRUE
B. FALSE

A

When citing testimony in a speech, the speaker should always
A. supply the name and qualifications of the source.
B. supply the inferential statistics related to the source.
C. provide information about when, but not where, the testimony was offered
D. do none of the above.

ANS: A

Certain organizational formats may be better suited to certain cultures
A. TRUE
B. FALSE

A

Effective transitions move listeners from
A. one main point to the next.
B. a main point to a supporting point.
C. one supporting point to another supporting point.
D. all of the above.

D

The body of a speech consists of
A. thesis statements and introductions.
B. main points, supporting points, and transitions.
C. specific purpose statements and internal summaries.
D. all of the above.

ANS: B
APPENDIX A

PERSUASIVE SPEECH EVALUATION:
PROBLEM—CAUSE—SOLUTION

[Please submit this form the day of your presentation] 125 points possible

Name ___________________________ Score: ______ of 125

Time: ______ (6-8 minutes) Penalty of: ______ pts. (5 pt per 30 seconds too long or short)

Introduction: ______ of 20 points
__ Attention getter
__ Thesis clearly stated
__ Credibility (why you care, how you learned)
__ Previews 3 main points (in order)
. Source included

Body: ______ of 35 points

Problem:
__ Harm well defined
__ Clear & established scope
. Problem affects audience

Cause
Causes well defined
Causes relate to the problem

Solution:
__ Provide a policy solution
__ Provide a personal solution
__ Solve for the causes
__ Clear transitions

Conclusion: ______ of 20 points
__ Reviewed central idea
__ Summarized main points
. End with a memorable moment

Source Support: ______ of 20 points
__ Type/Currency appropriate to argument
__ Appropriate number (at least 7)
__ Cited Appropriately

bkelly@uwf.edu
850.474.2332
Page 3 of 5

Department of Communication Arts
Bldg. 36/Office 124—Marks Forensics Room
**Delivery**: ______ of 30 points

- Vocal Delivery
  - Rate
  - Volume
  - Inflection/Tone
  - Vocal Variety
  - Absence of vocal disfluencies
  - Appeared prepared and practiced

**Physical Delivery**

- Effective gestures
- Professional appearance
- Effective eye contact
- Proper posture
- Controlled physical delivery
- Perceived confidence and control

**PERSUASIVE OUTLINE EVALUATION: PROBLEM—CAUSE—SOLUTION**

[Please submit this form with your outline.]

125 points possible

**Name:** ____________________________ **Score:** ______ of 125

**Overall Form**: ______ of 15 points

- Typed, double spaced
- Follows APA style format
- Complete Sentences

**Introduction**: ______ of 20 points

- Attention getter
- Thesis
- Credibility
  - Explain why you care about topic
  - Includes a source
- Preview of 3 main points (in order you will present them)

**Body**: ______ of 40 points

- Organized and easy to follow
- Problem clearly stated (at least 2 sources)
  - Harm
  - Scope
• Causes clearly stated (at least 2 sources)
• Solutions clearly stated: Policy and Personal solutions (at least 1 source)
• Solutions solves for causes
• Incorporates different forms of evidence

<table>
<thead>
<tr>
<th>Stories</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statistics</td>
<td>Expert testimony</td>
</tr>
<tr>
<td>Definitions &amp; examples</td>
<td>Comparisons/ contrasts</td>
</tr>
</tbody>
</table>

• Cites sources (at least 7)
• Transitions between points

**Conclusion:** ________ of 20 points

• Indicates presentation is concluding
• Summarizes thesis and reviews main points (1 sentence each)
• Reinforces relevance to the audience
• Note of finality (link to attention-getter)

**Reference List:** ________ of 20 points

• At least 7 sources
• Consistent format (APA)

**Audience Analysis:** ________ of 10 points

• Indicates how presentation was adapted for specific audience
• Indicates what factors the analysis is based upon
External Assessment of UWF Organizational Communication Program

To assess how well our Organizational Communication program is meeting key learning objectives, we surveyed community hosts who sponsored service learning teams in the Health Communication course in Spring 2008.

Learning Domains Measured
- Integrity
- Project management skills
- Communication skills

Respondents
Respondents (n=3) included sponsors of Families Count, a local dentist works with the Mobile Dental Unit, and a program director at the Escambia County Health Department. One the survey was not returned, but the respondent submitted a letter of thanks and praise (Appendix B). All of the respondents worked with our students in the four months prior to our survey.

We believe the respondents are well qualified to review our program because of their close contact with our students, their personal stake in having the students achieve professional-quality results, and their professional expertise in health communication.

The Survey
We administered the survey (Appendix A) in May, 2008.

Results
As the graphs on this and the following pages show, the evaluations of the students' performance was outstanding. They ranked "good" or "excellent" on every item.
APPENDIX A

HEALTH COMMUNICATION PROJECT, SPRING 2008

How Well Did We Do?

Please use the enclosed envelope to mail this form to Professor Athena du Pré at adupre@uwf.edu or Communication Arts, Building 36, University of West Florida, Pensacola, FL 32563. We look forward to working with you in the future. Please don’t hesitate to contact us (Very Poor (Poor Fair Good Very Good)

<table>
<thead>
<tr>
<th>Students’ project management skills</th>
<th>Very Poor</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Students’ communication skills</td>
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<td>Students’ integrity</td>
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</tr>
</tbody>
</table>

Were there particular students whose behavior stood out as particularly admirable or in need of improvement? If so, please explain.

Comments are appreciated! On this form or additional sheets, please give any other comments you would like to make.
2007 -2008 Assessment

Communication Arts: Telecommunication/ film, B.A.

Assessment:

A random sample of five student projects in television production courses and five from film making courses were evaluated by two faculty members for the quality of their communication, in terms of professional expectations. Rubrics used are attached.

Executive Summary:

1. Results

   Film production:

<table>
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<tr>
<th>Faculty member #1</th>
<th>Faculty member #2</th>
</tr>
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<td>0 met expectations</td>
<td>0 met expectations</td>
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<tr>
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</table>

   TV production:

<table>
<thead>
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<th>Faculty member #2</th>
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<td>3 met expectations</td>
</tr>
<tr>
<td>0 failed to meet expectations</td>
<td>0 failed to meet expectations</td>
</tr>
</tbody>
</table>

2. Action taken based on the results of the assessment

   After reviewing the results on June 26 we agreed that more emphasis in our instruction in both film making and TV production needs to be placed on improving both video and sound quality.

   We also agreed that next year we will experiment making TV production projects available to a professional TV produce and film making projects available online and inviting comments.
Rubric for judging student TV production projects and films

<table>
<thead>
<tr>
<th></th>
<th>Exceeded expectations</th>
<th>met expectations</th>
<th>failed to meet expectations</th>
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</table>

Scripting and storyboarding

2. Cinematography

3. Editing of image and sound
2007 -2008 Assessment

Department of Communication Arts: Academic Foundations/ General Education

1. SPC 2106: Basic Communication Skills

Assessment:
Critical thinking: Five multiple-choice questions on fundamental elements of speech design (elements related to the speech that a student should be able to make decision about by the end of the semester of study in the course) were administered to 69 students in fall SPC 2016 sections and 95 students in spring SPC 2016 sections.

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Communication: Average speech score was 87.9

Action taken based on the results of the assessment
At our June 16 meeting we decided no changes were needed as this point.

2. MMC 2000 Principles of Mass Communication

Assessment: Five multiple-choice questions concerning fundamental principles of mass communication were embedded in the final exam for the course.

Executive summary

Results:
86 % of students answered correctly

Action taken based on the results of the assessment
At our June 24 meeting we decided no changes were necessary.
SPC 2016 Student Learning Assessment Questions 2007-08

1. A source is likely to be more credible if it includes information about the methods used to generate the data and why the data was collected.
   A. TRUE
   B. FALSE

   S: A

2. When citing testimony in a speech, the speaker should always
   A. supply the name and qualifications of the source.
   B. supply the inferential statistics related to the source.
   C. provide information about when, but not where, the testimony was offered
   D. do none of the above.

   ANS: A

3. Certain organizational formats may be better suited to certain cultures
   A. TRUE
   B. FALSE

   ANS: A

4. Effective transitions move listeners from
   A. one main point to the next.
   B. a main point to a supporting point.
   C. one supporting point to another supporting point.
   D. all of the above.

   D

5. The body of a speech consists of
   A. thesis statements and introductions.
   B. main points, supporting points, and transitions.
   C. specific purpose statements and internal summaries
   D. all of the above.

   B
APPENDIX A

PERSUASIVE SPEECH EVALUATION:
PROBLEM—CAUSE—SOLUTION

[Please submit this form the day of your presentation] 125 points possible

Name ____________________________________________ Score: _____ of 125

Time: (6-8 minutes)  Penalty of: pts. (5 pt per 30 seconds too long or short)

Introduction: ________ of 20 points
   ______ Attention getter
   ______ Thesis clearly stated
   ______ Credibility (why you care, how you learned)
   ______ Previews 3 main points (in order)
   ______ Source included

COMMENTS

Body: ________ of 35 points

Problem:
   ______ Harm well defined
   ______ Clear & established scope
   ______ Problem affects audience

Cause:
   ______ Causes well defined
   ______ Causes relate to the problem

Solution:
   ______ Provide a policy solution
   ______ Provide a personal solution
   ______ Solve for the causes
   ______ Clear transitions

Conclusion: ________ of 20 points
   ______ Reviewed central idea
   ______ Summarized main points
   ______ End with a memorable moment

Source Support: ________ of 20 points
   ______ Type/ Currency appropriate to argument
   ______ Appropriate number (at least 7)
   ______ Cited Appropriately
**Delivery:** ________ of 30 points

- Vocal Delivery
  - Rate
  - Volume
  - Inflection/Tone
  - Vocal Variety
  - Absence of vocal disfluencies
  - Appeared prepared and practiced

**Physical Delivery**

- Effective gestures
- Professional appearance
- Effective eye contact
- Proper posture
- Controlled physical delivery
- Perceived confidence and control

**PERSUASIVE OUTLINE EVALUATION:**

**PROBLEM—CAUSE—SOLUTION**

125 points possible

Name: ___________________________ Score: ________ of 125

**Overall Form:** ________ of 15 points

- Typed, double spaced
- Follows APA style format
- Complete Sentences

**Introduction:** ________ of 20 points

- Attention getter
- Thesis
- Credibility
  - Explain why you care about topic
  - Includes a source
- Preview of 3 main points (in order you will present them)

**Body:** ________ of 40 points

- Organized and easy to follow
- Problem clearly stated (at least 2 sources)
  - Harm
  - Scope
• Causes clearly stated (at least 2 sources)
• Solutions clearly stated: Policy and Personal solutions (at least 1 source)
• Solutions solves for causes
• Incorporates different forms of evidence
  Stories  Examples
  Statistics  Expert testimony
  Definitions & examples  Comparisons/ contrasts
• Cites sources (at least 7)
• Transitions between points

**Conclusion:**  ________ of 20 points
  • Indicates presentation is concluding
  • Summarizes thesis and reviews main points (1 sentence each)
  • Reinforces relevance to the audience
  • Note of finality (link to attention-getter)

**Reference List:**  ________ of 20 points
  • At least 7 sources
  • Consistent format (APA)

**Audience Analysis:**  ________ of 10 points
  • Indicates how presentation was adapted for specific audience
  • Indicates what factors the analysis is based upon
Mass Communication assessment questions:

1. Match the code of ethics with its accomplishment
66) National Association of Broadcasters:
   a. Limited sex and violence
   b. Said false ads are unethical
   c. Encourages the public interest
   d. Restricted ad time
   e. Emphasized fair reporting

67) Motion Picture Production Code
   a. Limited sex and violence
   b. Said false ads are unethical
   c. Encourages the public interest
   d. Restricted ad time
   e. Emphasized fair reporting

68) Ethical Codes of Journalism
   a. Limited sex and violence
   b. Said false ads are unethical
   c. Encourages the public interest
   d. Restricted ad time
   e. Emphasized fair reporting

69) American Association of Advertising Agencies
   a. Limited sex and violence
   b. Said false ads are unethical
   c. Encourages the public interest
   d. Restricted ad time
   e. Emphasized fair reporting

70) Public Relations Society of America
   a. Limited sex and violence
   b. Said false ads are unethical
   c. Encourages the public interest
   d. Restricted ad time
   e. Emphasized fair reporting

Match the media law with what it accomplished.
71) Communication Act of 1934
   a. Ensured open government documents
   b. Required V-chips on TVs
   c. Protected digital material on computers
   d. Regulated broadcasting
   e. Prohibited indecent Internet material

72) Communication Decency Act
   a. Ensured open government documents
   b. Required V-chips on TVs
   c. Protected digital material on computers
   d. Regulated broadcasting
   e. Prohibited indecent Internet material

73) Telecommunications Act of 1996
   a. Ensured open government documents
   b. Required V-chips on TVs
   c. Protected digital material on computers
   d. Regulated broadcasting
   e. Prohibited indecent Internet material

74) Freedom of Information Act
   a. Ensured open government documents
   b. Required V-chips on TVs
   c. Protected digital material on computers
   d. Regulated broadcasting
   e. Prohibited indecent Internet material

75) Digital Millennium Copyright Act
   a. Ensured open government documents
   b. Required V-chips on TVs
   c. Protected digital material on computers
   d. Regulated broadcasting
   e. Prohibited indecent Internet material
**Project Management Evaluation**

**Graduate Program in Health Communication Leadership**

**Individual Results**

**Student #1**

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### Collective Results

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