Executive Summary Addendum: Department of Communication Arts

Additional actions taken as a result of the 2007-2008 assessment

Information is provided for each of the programs in which 2007-2008 assessment indicated a need for changes:

Journalism B.A.
Advertising B.A.
Public Relations B.A.
Telecommunication/Film B.A.

The 2007-2008 assessment did not indicate a need for changes in:

Organizational Communication B.A.
M.A. Program
Foundations and General Education courses: MMC 2000 and SPC 2016
JOURNALISM B.A.

Additional actions taken:

For pertinent Spring 2009 news writing courses (Newspaper Reporting, Environmental Reporting), a sentence to this effect was included: “Assessment of student work last year revealed the need for stronger leads and the avoidance of editorializing in news stories. Those aspects will be emphasized in this course.” (See attached syllabus page for Newspaper Reporting.)

2. In order to demonstrate the connection between the student learning objectives for each course and the Academic Learning Compact for the journalism track, a copy of the ALC was attached to the syllabus, with this introductory sentence: “This course supports the following Academic Learning Compact for the journalism track, especially the portions in bold type.” (See attached syllabus page for Newspaper Reporting.)

3. A rubric by which to evaluate student articles was developed (see attached).
This course supports the Academic Learning Compact for the journalism track, especially the portions in bold type. Assessment of student work last year revealed the need for stronger leads and the avoidance of editorializing in news stories. Those aspects will be emphasized in this course.

Mission statement: The journalism track prepares students for media careers in which they will be expected to practice critical thinking, factual accuracy and clear communication. We emphasize hands-on reporting and editing experience, ethical and legal frameworks, and an awareness of how the mass media operate and how they serve society.

The graduate of the UWF journalism program will be able to:

**CONTENT**

* Demonstrate the distinction between hard news reporting and feature writing.
* Write in accordance with Associated Press style rules.
* Identify the key principles of good layout and design practices for newspapers.
* Describe historical controversies related to the practice of journalism.
* Identify career options in journalism

**CRITICAL THINKING**

* Exercise news judgment, factual accuracy and proper sourcing in news articles.
* Generate ideas worthy of journalistic treatment.
* Synthesize diverse ideas to produce coherent news coverage.

**COMMUNICATION**

* Demonstrate mastery of the rules of grammar and English usage.
* Demonstrate engaging and effective interviewing techniques.
* Practice aesthetically pleasing graphic design techniques.
* Use information technology effectively and efficiently to conduct research.

**CHARACTER/INTEGRITY/VALUES**

* Describe and adhere to ethical principles in journalism:
  - protection of sources
  - balance
  - avoidance of plagiarism

**PROJECT MANAGEMENT**

* Develop and write news articles in accordance with occupational constraints.
* Design and lay out newspaper pages.
* Collaborate effectively with news colleagues and news sources.
Rubric for evaluating student articles

Strong lead  1 2 3 4 5
5 W’s covered  1 2 3 4 5
Holes avoided  1 2 3 4 5
Factual errors avoided  1 2 3 4 5
Appropriate attribution  1 2 3 4 5
Editorializing avoided  1 2 3 4 5
Organizational structure  1 2 3 4 5
Attention to AP style  1 2 3 4 5
Grammatically correct  1 2 3 4 5

Overall rating

Exceeds expectations (above 61)
Meets expectations (47 to 61)
Fails to meet expectations (below 47)
Advertising B.A.

Additional action taken:

In pertinent Spring 2009 courses (Strategy and Tactics, National Student Advertising Competition, Advertising Media, Integrated Communications – Campaigns,) a sentence to this effect was added to the syllabi:
“Assessment of student work last year indicated that more attention needs to be paid to presentations of recommended advertising strategy. Therefore, that element will be emphasized in this course.” (See attached syllabus page for Advertising Strategy and Tactics.)

2. In order to demonstrate the connection between the student learning objectives for each and the Academic Learning Compact for the advertising track, a copy was attached to the syllabus, with this introductory sentence:
“This course supports the following Academic Learning Compact for the advertising track, especially the portions in bold type.” (See attached syllabus page for Advertising Strategy and Tactics.)
This course supports the following Academic Learning Compact for the advertising track of the Department of Communication Arts particularly the portions in bold type. Assessment of student work last year indicated that more attention needs to be paid to presentations of recommended advertising strategy. Therefore, that element will be emphasized in this course.

Our primary goal is not to teach a specific skill but develop a person’s capacity for innovation. We strive to distinguish the UWF Advertising program as both a demanding, respected program as well as a national center of creative advertising excellent.

Academic Learning Compact

CONTENT
• Describe how advertising is coordinated, managed and integrated into the marketing mix
• Use advertising terminology accurately
• Identify career paths in advertising

CRITICAL THINKING
• Apply creative and problem solving skills to address advertising challenges
• Evaluate the effectiveness of advertising strategy and tactics

COMMUNICATION
• Conceive, write, design, edit, produce and evaluate effective advertising
• Use industry-standard technology
• Display proper use of spelling, grammar, and style

CHARACTER/INTEGRITY/VALUES
• Describe contemporary ethical issues in advertising
• Make informed ethical decisions in professional practice

PROJECT MANAGEMENT
• Plan, develop, execute and present an integrated advertising communication plan
• Practice effective time management strategies
PUBLIC RELATIONS B.A.

Additional actions taken:

In pertinent Spring 2009 courses (Integrated Communication - Research, Public Relations Writing, Integrated Communication Marketing, Public Relations Campaigns) a sentence to this effect was added to the syllabi:
“Assessment of student work last year revealed a need for better presentations in electronic formats and avoidance of typos and other errors in all presentations. Those aspects will be emphasized in this course.”
(See attached syllabus page for Integrated Communications - Research.)

2. In order to demonstrate the connection between the student learning objectives for each course and the Academic Learning Compact for the public relations track, a copy of the ALC was attached to the syllabus, with this introductory sentence: “This course supports the following Academic Learning Compact for the public relations track, especially the portions in bold type.” (See attached syllabus page for Integrated Communications – Research).
This course supports the following Academic Learning Compact for the public relations track, particularly the portions in bold type.

**Mission Statement:** The public relations program prepares public relations practitioners as leaders and communicators who shape organizations while building and maintaining relationships with strategic publics.

The graduate of the UWF public relations program will be able to:

**CONTENT**
- **Identify public relations challenges.**
- Describe R-A-C-E (research, planning, communication, evaluation).
- Explain critical events in the history of the public relations profession.
- Identify career paths in public relations.

**CRITICAL THINKING**
- Practice R-A-C-E process to solve public relations challenges.
- Evaluate public relations case studies.
- Generate creative ideas through the development of tactical measures in support of public relations program plans.

**COMMUNICATION**
- Show mastery of grammar and language use rules.
- Develop engaging and effective behavior-based interview style.
- Deliver informative and persuasive presentations.
- Use information technology effectively and efficiently to conduct research.

**CHARACTER/INTEGRITY/VALUES**
- Distinguish ethical and unethical public relations situations.
- Describe the principles of the FPRA and PRSA Code of Ethics.
- Adhere to ethical principles in public relations practice.

**PROJECT MANAGEMENT**
- Develop and present public relations plans/campaigns.
- Practice effective time management strategies.
- Collaborate effectively with colleagues and clients.
- **Prepare and present a professional portfolio.**

Assessment of student work last year revealed a need for better presentations in electronic formats and avoidance of typos and other errors in all presentations. Those aspects will be emphasized in this course.
Telecommunication /Film B.A.

Additional actions taken:

1. Because improvement in sound and video quality in our students’ work is dependent on the quality of the equipment made available to them, the department chair has made clear to the dean of the College of Arts and Sciences the need to purchase better equipment.

In January of 2009 authorization was received to purchase a new sound board for the studio.

2. In order to demonstrate the connection between the student learning objectives for each course and the Academic Learning Compact for the telecommunication and film track, a copy of the ALC was attached to the syllabus, with this introductory sentence: “This course supports the following Academic Learning Compact for the telecommunication and film track, especially the portions in bold type.” (See attached syllabus page for Television Production.)

3. After discussion in our meeting of Jan. 12, we decided not to make TV and film productions available online until the track receives more equipment. We determined it was unwise to attract students in greater numbers to this specialization if we could barely provide sufficient equipment for those now enrolled.
This course supports the Academic Learning Compact for the telecommunication and film track below, especially those portions in bold type:

**Mission Statement:** The telecommunication and film track engages students in the study and examination of the processes and effects of mass communication, including the creation of audio-visual messages utilizing non-linear techniques and digital technology.

The graduate of the UWF Telecommunication & Film program will be able to:

**CONTENT**
- Use appropriate terminology and concepts.
- Describe critical events in film history.
- Identify career paths in telecommunication and film.

**CRITICAL THINKING**
- Apply problem solving skills to film and TV production.
- Exercise creativity in developing unique perspective.
- Evaluate effectiveness of film or broadcast tape.

**COMMUNICATION**
- Display proper use of spelling, grammar, and style.
- Show sensitivity to audience.
- Deliver effective and persuasive presentations.
- Use information technology effectively and efficiently to conduct research.

**CHARACTER/INTEGRITY/VALUES**
- Describe contemporary ethical issues in telecommunications and film
- Make informed ethical decisions in professional practice.

**PROJECT MANAGEMENT**
- Write and/or direct a broadcast or film project.
- Practice effective time management strategies
- Collaborate effectively with colleagues and clients.