**ASSESSMENT PLAN**

**JANDOLI SCHOOL OF COMMUNICATION**

**ST. BONAVENTURE UNIVERSITY**

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**INTRODUCTION**

The Jandoli School of Communication (J School) has a commitment to assessment in both undergraduate and graduate programming. This plan is divided into two parts – undergraduate program assessment and graduate program assessment.

The J School assessment coordinator develops an assessment report each summer based on data of the previous academic year. This report is shared with J School faculty during its first faculty meeting of the fall semester. The report contains data for faculty to review, should they choose, as well as analysis and recommendations/action plans, should they be required.

Assessment materials aid the school in determining its direction including curricular changes, event planning, recruitment, internship and career preparation, to name a few.

Generally, subcommittees form to address recommendations and action plans. Those subcommittees report back to the faculty at a subsequent faculty meeting what their additional findings and recommendations are. The faculty will then vote to implement or not any changes.

A copy of this assessment plan may be found on the Jandoli School website at: <https://www.sbu.edu/academics/schools-at-sbu/jandoli-school-of-communication/about-the-school>

**Assessment Plan for Undergraduate Programs**

**B.A. Strategic Communication**

**B.A. Journalism**

**B.A. Broadcast Journalism**

**B.A. Video Production**

**B.A. Sports Media**

**B.A. Media Studies**

**B.A. Communication, Social Justice and Advocacy**

The Program Objectives are the same for each undergraduate program and are guided by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). They are noted below. The assessment tools used for each major are the same and are discussed below.

**Program Learning Objectives:**

1. Understand and apply the principles and laws of freedom of speech and press in the United States as well as understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievance.
2. Demonstrate an understanding of the history and role of professionals and institutions in shaping communications; understand concepts and apply both theories and practical experience in the use and presentation of images and information, and conduct research and evaluate information by methods appropriate to the communications professions in which they work.
3. Demonstrate an understanding of gender, race ethnicity, sexual orientation and other forms of diversity in domestic and global society in relation to publics/stakeholders and organizational dynamics.
4. Demonstrate an understanding and application of professional ethical principles in pursuit of truth, accuracy, fairness and diversity.
5. Think critically, creatively and independently; write correctly and clearly to build support and influence; critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
6. Understand and apply basic numerical and statistical concepts as well as tools and technologies appropriate for the communication professions.

Curriculum Map

Several courses in all majors are required and comprise the core of our undergraduate curriculum. Programs also have an experiential component as well as a capstone experience (titled Comprehensive Experience). Jandoli School-specific required courses are noted. Required courses in areas outside the Jandoli School are not included below. Specific learning goals addressed in each course are noted in parentheses.

|  |  |
| --- | --- |
| JMC 110 Professional Writing I (1, 2, 3, 4, 5, 6) | JMC 111 Professional Writing II (1, 2, 3, 4, 5, 6) |
| JMC 101 Communication Today (1, 2, 3, 4, 5, 6) **Pre-test** | JMC 300 Media Law (1, 2, 3, 4, 5, 6) |
| Experiential Component: (1, 2, 3, 4, 5, 6) | JMC/SC 499 Comprehensive Experience (1, 2, 3, 4, 5, 6) **Post-test; Capstone** |

**Assessment tools to be used**:

***Indirect Measures***

First Destination Surveys

*Description:*

The First Destination Surveys reveal data university-wide but also provide School-level information and are conducted in November of the year following graduation (six-months post-graduation for those who completed their programs in May, 11 months out for those who completed in December).

Graduated students are invited, via e-mail using the @bonaventure.edu address and other available e-mail addresses, to complete a first destination survey. The names and contact information of graduates were also shared with department chairs, program directors and deans for their assistance and support in encouraging survey completion. Information was obtained from publicly available LinkedIn and Facebook profiles for graduates who did not respond. Despite these efforts there were many students for whom no information could be obtained.

Responses are disaggregated by the academic school housing the student’s undergraduate program.

The survey is intended to assess the graduate’s satisfaction with St. Bonaventure, the academic program, advisers, classes, activities outside class, to name a few. The survey also asks if students would choose St. Bonaventure and their academic programs if they were to do it all over again.

*How will it be used?*

Survey data are available each academic year to review and discuss. Data are available via our intranet site (my.sbu.edu) for all faculty. Data will be reviewed, analyzed and reported as part of the yearly assessment report.

Advisory Council

*Description*

The Jandoli School of Communication has an Advisory Council of successful alumni that includes corporate and media executives and seasoned journalists and communicators.

*How will it be used?*

The Council will be instrumental in advancing the school and the members are eager to be involved. The Council has provided insight and feedback as well as support for curriculum creation and changes and Jandoli School events.

Enrollment and Retention Data

*Description*

As a requirement of ACEJMC, the J School collects enrollment and retention data. These data are useful in getting a sense of students’ interest in our programs and of their desire to remain in the program.

*How will it be used?*

These data will be used to determine if students are attracted to our offerings and if they find the program valuable by remaining in the program. The data will be reviewed as part of the annual assessment by the assessment committee each summer, shared and discussed with the faculty.

National Survey of Student Engagement (NSSE)

*Description*

St. Bonaventure University participates in the National Survey of Student Engagement. The survey evaluates student engagement in educational practices that involve high levels of learning and development. The survey compares responses within the institution and with peer institutions. We will review and analyze Perceived Gains data with Carnegie Classification peer institutions.

*How will it be used?*

These data will aid in providing an overall strategic outlook for the school. Used in concert with direct and indirect measures, it helps us to understand student perceptions about their learning and engagement based on the ACEJMC program objectives.

***Direct Measures***

Pre-Post Testing

*Description:*

Pre-Post Test I: Knowledge and Skills

A pre-post test that measures all J School and ACEJMC program objectives will be administered during the first week of JMC 101 Communication Today in the fall semester and in JMC 499 and SC 499 Comprehensive Experience at the end of the course.

*How will it be used?*

It is expected that students will not score as well on this test in their first semester here. Prior to the end of JMC 499 and SC 499, students should earn at least 70% on each of the sections of the test. The results of this assessment will be evaluated by the faculty as part of the overall assessment report.

Comprehensive Experience

*Description:*

JMC 499 and SC 499 Comprehensive Experience synthesize the knowledge acquired over the students’ career in the J School. The Comprehensive Experience relies on a detailed rubric that evaluates students’ ability to prepare for and interview for a job. The student is expected to provide a job description for a position he/she would choose (and in many cases a job the student does apply for) as well as a cover letter, resume, and LinkedIn profile for review by the courses’ faculty members. In preparation for the interview, students will be expected to gather information about the company, as would be expected in a professional environment. The experience is a two-credit course graded A through F. Student’s required internship hours must be completed as part of this course.

The rubric relies heavily on a student’s cover letter, resume and LinkedIn profile (to include a portfolio), and recorded and Zoom interviews.

The Comprehensive Experience course is facilitated by a faculty member and associate dean of student development. The associate dean also oversees our Career and Professional Readiness Center and is in regular contact with professionals from a number of fields. Both participate as a team in the interviews and assessment of required materials. Each completes the rubric for all students regardless of undergraduate major. This team will review, analyze and report the results of the evaluation to the assessment coordinator to include as part of the yearly assessment report. The evaluations will occur each semester but the overall yearly evaluation will be done once in the summer as with other assessment measures.

*How will it be used?*

Since the comprehensive experience will assess all learning outcomes and will be graded, we will be able to determine what areas, if any, students seem to falter. If a certain percentage of students receive a poor score in one section of the rubric, we will be able to find where in the curriculum that piece is taught and make adjustments. Data will be reviewed, analyzed and reported as part of the yearly assessment report.

Internship Evaluations:

*Description:*

The J School requires that each student earn up to 400 internship hours depending on when the student entered a J-School program. For example, those entering as freshmen must earn 400 hours while those who enter as sophomores must earn 300, etc. One hundred of those hours may be through on-campus, student-led opportunities (such as The Bona Venture student newspaper, SBU-TV or The BUZZ student radio station). The balance must be off-campus or professionally supervised on-campus hours (often students have internships within the communication or athletic departments and those hours would be considered on-campus, professionally supervised).

The J School has a dedicated internship coordinator (Dr. Tara Walker) who manages our internship program.

Before a student participates in an internship and/or receives credit, he/she must have the internship approved. A separate online form is available for students to complete which provides a brief job description as well as a timeframe for start and completion of the internship and contact information for the supervisor.

The internship evaluation is an electronic form that may be completed by supervisors online. This makes it easier for supervisors to complete but also makes it easier for us as a school to analyze the data.

This internship evaluation form notes not only the number of hours earned but also assesses the students’ work. Questions asked speak to some of the Program Objectives as well as questions related to professionalism.

Internships may be done at any time in a student’s career but are typically done during the junior summer. Given the digital nature of the field, internships may also be done while on campus with organizations and companies that are not in the local area. In the past, geographic location has been a barrier to semester-long student internships but that barrier is breaking down. Additionally, with more and more classes offered online, students may also continue their studies at St. Bonaventure University while participating in a semester-long internship in another geographic location. Regardless of time and/or location, all internship supervisors must complete the internship evaluation. The onus is on the student to ensure the advisor completes the form.

*How will it be used?*

This assessment helps to address our program objectives. Additionally, it provides feedback from alumni/professionals. Data from the internship survey are both qualitative and quantitative. This invaluable information serves as a critique of our programs by industry professionals, some of whom may be alumni.

Data will be analyzed by the internship coordinator and the assessment committee in the summer of each year. We do not delineate student year in the assessment but look at all evaluations from the previous calendar year. As noted, those students are primarily in the junior or senior year. Data and the associated evaluation are included in the yearly assessment report.

**Undergraduate Assessment Timeline**

*Beginning of fall semester*: Administer Pre-Post Test in JMC 101.

*End of Fall and spring semesters*: Administer Pre-Post Test in in JMC/SC 499; Conduct Comprehensive Evaluation in JMC/SC 499.

*Summer*: Review of available assessment materials is collected, analyzed and reported.

*Late Summer/Early Fall*: Assessment report shared with faculty at first faculty meeting of the academic year.

**Assessment Plan for Graduate Programs**

**M.A. [Strategic] Leadership\***

**M.A. [Integrated Marketing] Communication[s]\***

**M.A. Sports Journalism**

**M.A. Digital Journalism**

*\*Our MA in Leadership was formerly Strategic Leadership and our MA in Communication was formerly Integrated Marketing Communications.*

Graduate programs in the School of Communication are hands-on, professional programs for working professionals hoping to advance or change their careers. Learning outcomes and assessments are noted.

**[Strategic] Leadership Learning Goals**

Our goal in developing an assessment plan is to ensure graduates of the leadership program have the knowledge, skills, attitudes, and values described as intended outcomes of the curriculum. With this said, each course was developed to contribute to learners' achieving the outcomes of the curriculum.

We used input from a variety of sources to develop learning goals and objectives. Initially, administrators, faculty, alumni, students, and business professionals related to current program offerings in leadership and communication program were consulted to determine what areas of study should be considered. Other traditional and online leadership and communication programs were evaluated to determine the latest theories and research being taught at existing programs. Finally, contemporary leadership and communication theories and best practices were reviewed.

After analysis of this data, the following goals and objectives were developed:

Goal 1: Our Graduates will understand how legal, political, and ethical issues impact their professional lives.

Objective 1.1 Our graduates will identify, discuss, and develop conclusions regarding ethical issues facing the business profession.

Objective 1.2 Our graduates will relate Franciscan values to contemporary leadership practices.

Objective 1.3 Our graduates will demonstrate knowledge of legal and political issues impacting on leadership and organizational decisions.

Learning Goal 2: Goal 2: Our graduates will be integrated and interdisciplinary thinkers.

Objective 2.1 Our graduates will integrate a variety of leadership approaches and practices from various disciplines to analyze and evaluate organizational situations.

Objective 2.2 Our graduates will integrate a variety of methods and practices from various disciplines to propose solutions to organizational problems.

Learning Goal 3: Our graduates will be effective communicators.

Objective 3.1 Our graduates will write a cumulative paper analyzing a company as a final leadership project.

Objective 3.2 Our graduates will demonstrate effective written communications skills.

Learning Goal 4: Our graduates will use appropriate technical, analytical, and strategic techniques to resolve leadership and communication dilemmas.

Objective 4.1 Our graduates will identify appropriate communication theory and methodology to address an organizational problem or opportunity.

Objective 4.2 Our graduates will resolve an organizational problem using appropriate technical and analytical techniques.

Objective 4.3 Our graduates will defend reasoned solutions to organizational problems.

Learning Goal 5: Our graduates will have a global perspective.

Objective 5.1 Our graduates will demonstrate knowledge of international issues.

Objective 5.2 Our graduates will demonstrate knowledge in working with diverse populations.

Curriculum Map

|  |  |
| --- | --- |
| **Course** | **Learning Goal Measured** |
| LEAD 605: Leadership and Values | 1, 2, 3, 4, 5 |
| LEAD 610: Leadership and Diversity | 1, 2, 3, 4, 5 |
| LEAD 615: Talent, Culture, and HR | 1, 2, 3, 4, 5 |
| LEAD 620: Global Leadership | 1, 2, 3, 4, 5 |
| LEAD 625: Organizational Structure and Behavior | 1, 2, 3, 4, 5 |
| LEAD 631: Ethical Leadership and Inclusion | 1, 2, 3, 4, 5 |
| LEAD 635: Conflict Resolution | 1, 2, 3, 4, 5 |
| LEAD 640: Leading Change | 1, 2, 3, 4, 5 |
| LEAD 645: Organizational Performance | 1, 2, 3, 4, 5 |
| LEAD 650: Legal and Political Environment | 1, 2, 3, 4, 5 |
| Project in Strategic Leadership and Leadership Portfolio | All goals assessed via case study paper and leadership portfolio |

**[Integrated Marketing] Communications Learning Goals**

Our goal in developing an assessment plan is to ensure graduates of the IMC program have the knowledge, skills, attitudes, and values described as intended outcomes of the curriculum. The program consists of two specializations: Content Marketing and Integrated Marketing Communication. Each specialization takes a series of core courses as well as courses specific to the specialization.

Initially, we evaluated student outcomes in the program over the last several years to determine their alignment with program goals. Then we discussed and analyzed the program curriculum in light of the student outcomes. Other traditional and online Communication programs were evaluated to determine the latest theories and research being taught and to benchmark curriculum and pedagogy for our own program. Finally, contemporary communications theories and best practices were reviewed. After analysis of this data, the following goals and objectives were developed:

Upon completion of the Master in Communication Program students should be able to:

**1. Conceptual Thinking Skills**

1. Generate original ideas and solutions through multiple ideation processes that create high-interest content and high-impact consumer experiences
2. Connect diverse and seemingly separate elements, discovered through empathetic research, to create something new
3. Leverage evolutionary thinking to identify trends and opportunities to deliver communication objectives
4. Design and execute projects with both traditional and digital media utilizing appropriate aesthetic choices and software applications.

**2. Strategic Thinking Skills**

1. Utilize symphonic thinking to summarize communications problem(s) based on information gathered from multiple sources
2. Identify, observe, gather, assess, and record relevant information, by methods appropriate to the communications profession, for a brand story/message that displays empathy for audience
3. Apply strategic elements of communications, both traditional and digital mediums, focused on audience engagement
4. Create media-rich communications plans that utilize goals, strategies, tactics approach to achieve objectives
5. Develop appropriate measures/analytics to determine effectiveness of strategies
6. Judge the effectiveness of primary data, secondary data and campaign performance measures/analytics and apply the meaning of the data in context to overall campaign objectives.

**3. Visual & Written Communication Skills**

1. Create sensory (high touch) consumer experiences across all major consumer touch points
2. Communicate concepts and ideas for a campaign using industry terminology, both verbally and in writing
3. Visualize story/message ideas that displays empathy for target audiences
4. Design, format and distribute content across all major media platforms with sensitivity to basic design principles
5. Demonstrate a recognition of gender, race, ethnicity, sexual orientation and other forms of diversity in relation to mediated messages

**4. Professional Readiness**

1. Clearly and confidently present and defend a communications plan before a panel of professionals
2. Critically evaluate their own work and that of others for accuracy, fairness and clarity
3. Demonstrate mastery of written and verbal persuasive communication skills using appropriate style and grammatical correctness
4. Submit work according to professional presentation standards using appropriate tools and technologies for communication professions.
5. Demonstrate and uphold professional ethical principles in communications conduct in pursuit of truth, accuracy, fairness and diversity in a free press environment.

Curriculum Map

The following courses are required of both specializations.

|  |  |
| --- | --- |
| **Course** | **Learning Goal Measured** |
| COM 500 Finding Your Voice: Introduction to Marketing Communications | 1, 2, 3, 4 |
| COM 540 Embracing the Brand: Branding, Strategy & Execution | 1, 2, 3, 4 |
| COM 580 Embracing the Audience: Empathy & Ethics | 1, 2, 3, 4 |
| COM 590 Embracing Strategic Thinking: Marketing Strategy & Planning | 1, 2, 3, 4 |
| COM 510 Embracing Analysis: Making Meaning from Data | 1, 2, 3, 4 |
| COM 520 Embracing Research: Marketing Communications Research | 1, 2, 3, 4 |
| COM 555 Midpoint | 1, 2, 3, 4 |
| COM 800/830 Final Presentation (Capstone) | All goals assessed via final capstone project and presentation |

**Sports Journalism and Digital Journalism Learning Goals:**

The M.A. in Sports Journalism and Digital Journalism were introduced in Fall 2022. The program was developed using members of the J School advisory council as well as alumni working in professional sports journalism and digital journalism.

The program goals were established at the its inception in the fall of 2022. They were written with ACEJMC requirements in mind.

**Program Goals**

**Goal 1: Be Ethical and Passionate Journalists in a Diverse World**

* **Objective 1.1: Follow the best ideals of journalistic excellence and ethics to** vigorously apply those standards to new forms of media in pursuit of truth, accuracy, fairness and diversity
* Objective 1.2: Apply the principles and laws of freedom of speech and press in the United States and around the world to inform and enlighten
* Objective 1.3: Demonstrate an understanding of gender, race ethnicity, sexual orientation and other forms of diversity in domestic and global society to produce inclusive journalism

**Goal 2: Strategically Use Digital Tools**

* Objective 2.1: Master a wide-range of storytelling tools and media to connect with the public wherever it may be
* Objective 2.2: Apply strategic elements of communication, both traditional and digital mediums, focused on audience engagement
* Objective 2.3: Think critically and creatively about which forms of media will best serve your community

**Goal 3: Develop Excellent Reporting & Writing Skills**

* Objective 3.1: Demonstrate mastery of written communication skills and critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
* Objective 3.2: Identify, observe, gather, assess, record and share relevant information that displays empathy and compassion
* Objective 3.3: Conduct thorough journalistic research and evaluate information appropriate to their field and media

**Goal 4: Be Professionals Who Lead the Industry’s Future**

* Objective 4.1: Demonstrate an innovative and entrepreneurial approach to move journalism forward in a variety of organizations and settings
* Objective 4.2: Understand the business and economic factors that shape media
* Objective 4.3: Produce journalism of the highest standard that will earn the public’s trust

Curriculum Map

The following courses are required of both specializations.

|  |  |
| --- | --- |
| **Course** | **Learning Goal Measured** |
| *Sports Journalism* |
| JMC 500 Sports Journalism Today | 1, 2, 3, 4 |
| JMC 502 Writing and Editing | 1, 2, 3, 4 |
| JMC 503 Digital Reporting | 1, 2, 3, 4 |
| JMC 504 Digital Storytelling | 1, 2, 3, 4 |
| JMC 560 Journalism Ethics | 1, 2, 3, 4 |
| JMC 601 Sports Communication | 1, 2, 3, 4 |
| JMC 602 Social Media Storytelling | 1, 2, 3, 4 |
| JMC 605 Business of Sports Media | 1, 2, 3, 4 |
| JMC 606 Art of the Sports Interview | 1, 2, 3, 4 |
| JMC 701-703 Digital Project | All goals assessed via final capstone project and presentation |
| *Digital Journalism* |
| JMC 501 Digital Journalism Today | 1, 2, 3, 4 |
| JMC 502 Writing and Editing | 1, 2, 3, 4 |
| JMC 503 Digital Reporting | 1, 2, 3, 4 |
| JMC 504 Digital Storytelling | 1, 2, 3, 4 |
| JMC 560 Journalism Ethics | 1, 2, 3, 4 |
| JMC 600 Visual Communication | 1, 2, 3, 4 |
| JMC 602 Social Media Storytelling | 1, 2, 3, 4 |
| JMC 603 Data Journalism | 1, 2, 3, 4 |
| JMC 604 Coding & Interactive Storytelling | 1, 2, 3, 4 |
| JMC 701-703 Digital Project | All goals assessed via final capstone project and presentation |

**Indirect Measures**

Indirect measures noted in this section apply to all graduate programs.

Graduate Student Satisfaction Survey:

*Description:*

Each year, the office of Institutional Research administers a survey to students in our graduate programs. The data are then analyzed in aggregate for the University as well as parsed out by program.

This web-based survey is administered in November and April of the academic year to graduate students with anticipated degree completion dates of December or May or August. Students are invited to participate via e-mail and gifts cards are offered as an incentive.

The survey asks questions related to student satisfaction like why they chose graduate school, why St. Bonaventure, why a particular program, what departments on campus do they like, how well do they like the faculty, etc.

*How will it be used:*

Information from these surveys will help the graduate programs determine what, if anything, students feel we need to do to improve programs or to improve the student experience. Since the programs are online, it is important to ensure that the experience for students mirrors what they may get in a face-to-face program. Data from the surveys will be reviewed, analyzed and reported as part of the yearly assessment report.

Retention:

*Description*:

Our graduate programs are offered 100% online. As such, reviewing our retention rates becomes increasingly important as we don’t have the “high-touch” of face-to-face curriculum delivery.

*How will it be used:*

Working with our admission and retention specialists, we may be able to ascertain why students either paused their programs (opted out for a semester or more) or dropped the program. Note that students may pause their programs should life events happen and resume, within a reasonable timeframe, once they are back on track. Retention data will be reviewed, analyzed and reported as part of the yearly assessment report.

**Direct Measures**

Leadership Portfolio and Case Study Assessment (Leadership)

A portfolio approach to assessment along with a cumulative case study analysis are used to evaluate individual student learning at the end of the program. Individual assessment tools are used within courses such as assignments, quizzes, tests, and projects to measure student learning. Specifically, in LEAD 655: Project in Strategic Leadership and LEAD 660: Leadership Portfolio are collected from each student. Each academic year, a sampling of the rater evaluations for the capstone projects are reviewed. To assist in the assessment process, the program director, faculty, and alumni or other professionals may participate in the review of student projects. These evaluations help examine and identify effective practices regarding individual student learning.

Communication Campaign Project

A written integrated marketing communications plan along with an oral executive presentation of the plan demonstrating symphonic thinking is used to evaluate individual student learning at the end of the program. Individual assessment tools are used within courses such as assignments, quizzes, tests, and projects to measure student learning. Specifically, in COM 800: Mastering the Field: Thesis and COM 830: Mastering the Project: Final Defense, integrated marketing communication campaigns are collected from each student. To assist in the assessment process, the program director, faculty, and alumni or industry professional associated with the communication program may participate in the review of student projects at the midway point and at the end of the program. These evaluations help examine and identify effective practices regarding individual student learning.

Sports and Digital Journalism Capstone

The sports journalism and digital journalism programs will evaluate student outcomes through their work in the three-course capstone sequence, with a focus on JMC 703 (Digital Project III: Presentation).

The rubric for the final project was developed with ACEJMC goals in mind. Taking the ACEJMC goals as a numerical list, from 1-10, the capstone project is graded directly on Numbers 3 through 10. For item No. 9, students take part in graded online discussions throughout the term that take the form for Writers Workshops, where they provided feedback on their colleagues’ work. The final project’s rubric directly reflects these eight times.

ACEJMC goals No. 1 and 2 are not directly addressed in the final project. However, they are addressed in course work, assignments, and class discussions throughout the program.

*How will the data be used?*

At the end of each academic rotation of the program, our measures will assist in defining areas of success for the program and areas for further improvement. Involving faculty, advisors, and alumni/industry professionals related to the program will allow for continued assessment and improvement. Data will be reviewed, analyzed and reported as part of the yearly assessment report.