

## PROGRAM ASSESSMENT REPORT

*East Central University*

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**Program Name:** Mass Communication

**College/School Name:** College of Liberal Arts and Social Sciences

**Academic Year Assessed:** 2020-2021

### Assessment Report Requirements:

- 1. Program Goals, Student Learning Outcomes (SLO), and Criteria:** At *minimum*, your Program Assessment Plan should have 2 overarching goals and 3 major outcomes derived from the goals that assess the core of your program. Each SLO must have at least 2 criteria and each criterion must have at least one instrument.
- 2. Assessment Across Program:** Your SLOs and criteria must assess a majority of your students each year and assess from early in the program to the end.
  - Assessing through the program gives you the ability to identify weak points for improvement.
- 3. Instruments:** Attach ALL Instruments listed in your assessment plan in the APPENDIX at the end of the Plan/Report.
- 4. Instruments Using Direct/Indirect Measures:** Your Program Assessment Plan should include both direct and indirect measures of learning, with direct measures in the majority.
- 5. Validation through External Instruments:** *If possible*, use an external instrument as a direct measure (e.g., ETS/MFT, ACAT, NCLEX, OSAT) to validate your local direct measures.
  - *The Office of Institutional Effectiveness pays for external testing.*
- 6. Analysis of Data by Faculty:** All faculty integral to the Program will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the program's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
- 7. Completion of Template:** *You are required to complete all sections of this report template.* Follow the directions as written. Contact the Assessment Coordinator before modifying the template to match the specific elements of your program assessment plan.
- 8. File Name:** Use the following format to name this file before uploading:
  - Program Name Degree Level Asmt Report AY XXXX-XX
  - e.g., Art BFA Asmt Report AY 2020-21
  - e.g., Ed Leadership MEd Asmt Report AY 2020-2021
- 9. Upload to Teams:** Complete your plan/report using the template and upload it to your Team channel. Email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Teams, notify your Vice President and the Assessment Coordinator via email.*

**See Glossary of Terms for further explanation:**

**UGRP\_ECU Unit Assessment Team >> General channel >> Files.**

## PROGRAM ASSESSMENT REPORT

*East Central University*

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### Assessment Plan, Data, and Analysis

#### Mission Statements & Goals

##### **EAST CENTRAL UNIVERSITY MISSION STATEMENT:**

**We educate and empower students to understand and transform our world.**

**PROGRAM GOAL(S): MASS COMMUNICATION GOAL(S):** The primary goal of the Mass Communication Program is to provide students with opportunities to learn concepts and theories of Mass Communication and to practice these skills in preparation for their professional use. To fulfill this goal, the Program attempts to achieve these outcomes.

##### **ASSESSMENT ACROSS THE PROGRAM STATEMENT:**

###### **Assessment Across the Program Statement:**

Most measures are taken in the students' Freshmen and Senior years, though some participate through courses embedded assessments as Sophomores and Juniors. Additionally, these assessment outcomes, criterion, populations, standards, and analysis apply to both the Mass Communication Program major and the Certificate in Mass Communication (Accounts Management).

##### **EXTERNAL INSTRUMENT AVAILABILITY FOR PROGRAM:**

No.

##### **STUDENT LEARNING OUTCOME 1:**

**Demonstrate critical thinking, grounded in a legal and ethical framework.**

###### **Criterion 1.1:**

Students should demonstrate knowledge of American media laws and their history, international copyright and creative commons practice, as well as ethical and legal standards for media capturing. Students will apply these principles to a published product.

**Population/Course:** Students enrolled in MCOM 3863 / 4323.

**Instrument/Measurement** (copy/paste instrument in Appendix): MCOM 3863 / MCOM4323 Assessment Rubric, See Appendix

Faculty and client reviews of published or produced student products. Faculty and clients review students' work products and use the MCOM 3863 / MCOM4323 Assessment Rubric to evaluate their content.

**Standard: For Criteria 1.1,** the Mass Communication Program expects students' scores to average better than 2.10 on a 3-point scale using the rubric described in the attachment.

Last revised 7/22/2021 Roberson

## PROGRAM ASSESSMENT REPORT

*East Central University*

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**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	ND			Covid-19
2019-2020	ND			Covid-19
2018-2019	ND			
2017-2018	ND			
2016-2017	ND			

NOTE: [Add explanation for missing data (ND) in the table]

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	N/A. Data was unable to be gathered in these courses due to Covid-19 as the classes whose work was to be assessed were not offered in this cycle.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	N/A
3. Discuss possible reasons why the unit performed as it did this year.	N/A
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	N/A
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	We will implement this instrument this year in MCOM 4323 which will be offered in Spring 2022.

**Criterion 1.2:** Students will report satisfaction with their preparation with regard to; knowledge of American media laws and their history, international copyright and creative commons practice, as well as ethical and legal standards for media capturing. This will be known as the Senior Satisfaction Survey.

**Population/Course:** Senior Best Practices Survey administered to Senior Portfolio students.

## PROGRAM ASSESSMENT REPORT

*East Central University*

### Instrument/Measurement (copy/paste instrument in Appendix): Mass Communication Satisfaction Survey

**Standard:** For Criterion 1.2, the Mass Communication Program expects student survey results to show a majority of responding students to show a satisfaction level of “agree” or “strongly agree” in the data collected at the end of the Fall semester and Spring semester. The Mass Communication Program expects 70% of students to average a score of 3.0 on a 5-point scale.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	2-5	12.2	100%	
2019-2020	4-5	13.8	100%	
2018-2019	ND			
2017-2018	ND			
2016-2017	ND			

NOTE: [Add explanation for missing data (ND) in the table]

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard expects that 70% of students have an average score of 3.0 out of 5.0. Of the seven surveyed students, six out of seven (85%) responded with an average score of 3.0 or higher.
3. Discuss possible reasons why the unit performed as it did this year.	Overall, we were successful, but our scores were likely a bit lower than the 2019-2020 scores because of the exceptional circumstances and educational challenges the pandemic created. Our students graduating in this year had their Spring 2020 semesters disrupted, and then had challenging online and hybrid class structures during Fall 2020 and Spring 2021.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	We only have two years of data to look at, but as stated above the decline from the 2019-2020 numbers to the 2020-2021 numbers was likely related to pandemic related disruptions and challenges.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	The data for this reporting cycle shows that the criteria is met and there is no need to adjust the collection instrument at this time.

## PROGRAM ASSESSMENT REPORT

*East Central University*

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**STUDENT LEARNING OUTCOME 2:** Demonstrate knowledge of current and best practices in Media, or Advertising and Public Relations.

**Criterion 2.1:** Performance on a criterion test regarding current and best practices in Mass Communication, pre and post tests will be used to comparison.

**Population/Course:** All students who are enrolled in MCOM 2733 Writing for the Media and MCOM 4611 Senior Portfolio.

**Instrument/Measurement:** ECUMC Exam, See Appendix

**Standard:** The Mass Communication Program expects that Seniors will demonstrate a post-test mean improvement of 20 points resulting a pass rate of 70% or better. A passing score is 70% correct responses.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]  
**ECUMC Pre-Test Data**

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	38-81	58	29.4%	
2019-2020	36-72	53.7	5%	
2018-2019	31-63	49.08	0%	
2017-2018	27.2-70.5	33.15	5%	
2016-2017	36-65	36.5	0%	

NOTE: [Add explanation for missing data (ND) in the table]

### ECUMC Post-Test Data

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	47-91	79	92.3%	
2019-2020	69-97	88.4	95%	
2018-2019	67-95	82.5	85%	
2017-2018	54-96.7	64.5	95%	
2016-2017	50-95	52.8	43%	

## PROGRAM ASSESSMENT REPORT

*East Central University*

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	The standard was met.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard pass rate for the post-test is 70% and this year the pass rate was 92.3%. Twelve of the thirteen students who took the post-test passed this year.
3. Discuss possible reasons why the unit performed as it did this year.	The students in Senior Portfolio are at the point in the program that nearly all of them have gained the knowledge needed to pass this exam.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	Post-test scores have dramatically increased over the last five years by giving the test during MCOM 4611 and giving it a significant point value.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	Overall the standard was met, but the test is now several years old and with almost all new faculty in the department it would be beneficial to update the test in the current year.

**Criterion 2.2:** Student survey of their satisfaction regarding their general knowledge in the field.

**Population/Course:** Students enrolled in MCOM 4611 Senior Portfolio.

**Instrument/Measurement** (copy/paste instrument in Appendix): MCOM Content Satisfaction Survey, See Appendix

**Standard:** For Criterion 2, the Mass Communication Program expects student survey results to show a majority of responding students to show a satisfaction level of 4 on a 5-point scale in the data collected at the end of the semester. The Mass Communication Program expects 70% of students to average a score of 3.0 on a 5-point scale, e.g. a satisfaction level of agree or strongly agree in the data collected.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	2-5	12.2	100%	
2019-2020	2-5	13.8	100%	
2018-2019	ND	ND	ND	
2017-2018	ND	ND	ND	
2016-2017	ND	ND	ND	

NOTE: [Add explanation for missing data (ND) in the table]

## PROGRAM ASSESSMENT REPORT

*East Central University*

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**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard expects that 70% of students have an average score of 3.0 out of 5.0. Of the seven surveyed students, six out of seven (85%) responded with an average score of 3.0 or higher.
3. Discuss possible reasons why the unit performed as it did this year.	Overall, we were successful, but our scores were likely a bit lower than the 2019-2020 scores because of the exceptional circumstances and educational challenges the pandemic created. Our students graduating in this year had their Spring 2020 semesters disrupted, and then had challenging online and hybrid class structures during Fall 2020 and Spring 2021.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	We only have two years of data to look at, but as stated above the decline from the 2019-2020 numbers to the 2020-2021 numbers was likely related to pandemic related disruptions and challenges.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	The data for this reporting cycle shows that the criteria is met and there is no need to adjust the collection instrument at this time.

**STUDENT LEARNING OUTCOME 3:** Demonstrate skilled usage of common media tools for capturing, manipulating, and producing audio and visual works.

**Criterion 3.1:** The student will demonstrate proficiency with audio-based media tools through portfolios.

**Population/Course:** Students enrolled in MCOM 4611.

**Instrument/Measurement** (copy/paste instrument in Appendix): Senior Portfolio Assessment Rubric, See Appendix

**Standard:** The Mass Communication Program expects 70% of students each semester to average a score of 70 or higher for Criteria 3.1.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

## PROGRAM ASSESSMENT REPORT

*East Central University*

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	56-94	74	76.9%	
2019-2020	51-93	74.5	73.9%	
2018-2019	45-94	78.3	89.4%	
2017-2018	ND			The instrument was added in 2018. No data exists before that time.
2016-2017	ND			

\*A complete list of all individual scores on tportfolios is available in the appendix.

NOTE: [Add explanation for missing data (ND) in the table]

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard is that 70% of students receive a 70% or higher. Ten out of 13 students (76.9%) scored above 70%.
3. Discuss possible reasons why the unit performed as it did this year.	The unit performed somewhat better than last year, but not nearly as well as the year prior to disruptions from the pandemic. Also, this year was the first time we had panelists review the portfolios as just website portfolios rather than having them review in-person presentations by the students. This could have altered scoring in general.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	We only have three years' worth of data at this point, but likely the scores are lower for the 2019-2020 and 2020-2021 years than the 2018-2019 year because of the challenges and disruptions of the pandemic, and perhaps because the last three semesters' presentations were virtual.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no	No actions or changes are needed at this time.

## PROGRAM ASSESSMENT REPORT

*East Central University*

actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	
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**Criterion 3.2: The student will demonstrate proficiency with lens-based media tools throughout a portfolio**

**Population/Course:** Students enrolled in MCOM 4611 Senior Portfolio.

**Instrument/Measurement** (copy/paste instrument in Appendix): Senior Portfolio Assessment Rubric, See Appendix

**Standard:** The Mass Communication Program expects 70% of students each semester to average a score of 70 or higher for Criteria 3.2.

**Data Table:** [For instructions see *Glossary of Terms Pgm Asmt* in Teams.]

Academic Year	Range of Scores	Mean of Scores	Percent Pass Rate	n
2020-2021	56-94	74	76.9%	
2019-2020	51-93	74.5	73.9%	
2018-2019	45-94	78.3	89.4%	
2017-2018	ND			The instrument was added in 2018. No data exists before that time.
2016-2017	ND			

NOTE: [Add explanation for missing data (ND) in the table]

**Analysis Table:** A response is required for each question in the table.

Analysis Question	Analysis Response
1. Was your standard met or not met for the year?	Yes.
2. Whether met or not met, explain how your unit performed in relation to the standard (relate the data in the table to the standard).	The standard is that 70% of students receive a 70% or higher. Ten out of 13 students (76.9%) scored above 70%.
3. Discuss possible reasons why the unit performed as it did this year.	The unit performed somewhat better than last year, but not nearly as well as the year prior to disruptions from the pandemic. Also, this year

## PROGRAM ASSESSMENT REPORT

*East Central University*

	was the first time we had panelists review the portfolios as just website portfolios rather than having them review in-person presentations by the students. This could have altered scoring in general.
4. Look at the 5-year data trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.	We only have three years' worth of data at this point, but likely the scores are lower for the 2019-2020 and 2020-2021 years than the 2018-2019 year because of the challenges and disruptions of the pandemic, and perhaps because the last three semesters' presentations were virtual.
5. Using your analysis responses, make specific data-driven decisions about your unit. If no actions or changes are needed, state that. Copy/paste the #5 response to Current Actions and/or Changes (end of template)	No actions or changes are needed at this time.

<b>Summary Table of Student Learning Outcomes/Criteria/Instruments</b>				
<b>Student Learning Outcomes</b>	<b>Criteria/Instrument (modify table to fit your plan)</b>	<b>Direct/Indirect Measure</b>	<b>Met</b>	<b>Not Met</b>
SL01:	1.1: MCOMM 3863/4323 Assessment Survey	Indirect		ND*
	1.2: MCOM 3863/4323 Assessment Survey	Indirect	X	
SL02:	2.1: MCOM 2733/4611Pre/Post Test	Direct	X	
	2.2: MCOM 4611 Senior Portfolio Survey	Indirect	X	
SL03:	3.1: Senior Portfolio Assessment Rubric	Direct	X	
	3.2: Senior Portfolio Assessment Rubric	Direct	X	

\*No Data

<b>Student Information for this Academic Year</b>	
Total, <i>unduplicated</i> number of students assessed this academic year	30
Program census for Fall	63
Program census for Spring	56
Total number of Fall Program graduates	9
Total number of Spring/Summer graduates	8
Mean major GPA of Fall graduates	3.41
Mean major GPA of Spring/Summer graduates	3.08

NOTE: With the exception of the unduplicated number assessed (yellow), student information is provided by Office of Institutional Effectiveness and is made available in your Teams folder. For help with determining unduplicated number, contact the Assessment Coordinator.

## PROGRAM ASSESSMENT REPORT

*East Central University*

**Faculty Meeting:** September 9, 2021. Sarah Engel, Mike Maxwell, and Susan Ingram attended this meeting.

### **Sharing with Stakeholders:**

1. Stakeholders for this Program include: Students enrolled in the program and program graduates.
2. Current program assessment reports are available on the website of the Office of Institutional Effectiveness:  
[https://myecu.ecok.edu/ICS/Institutional Reporting/Assessment Reporting and Outcome s.jnz](https://myecu.ecok.edu/ICS/Institutional%20Reporting/Assessment%20Reporting%20and%20Outcome.s.jnz)

This link will change Fall 21 since MyECU is being phased out – I will let you know what to change it to.

## **SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES/REVIEWS & UPDATES**

For instructions see *Glossary of Terms Pgm Asmt* in Teams.

Academic Year	Summary of Actions/Changes from Report
2020-2021	
2019-2020	
2018-2019	Added Senior Portfolio Assessment Rubric 1
2017-2018	
2016-2017	

Academic Year	Summary of Annual Reviews of Dean and/or UAC (Reviews found in Teams folder; UAC <i>does not</i> review annually)	Updates in Response to Reviews
2019-2020		
2018-2019	<p style="text-align: center;">1100 E. 14<sup>th</sup> Street – Ada, OK 74820-6999 (580) 559-5467 – (580) 559-5788 FAX</p> <p style="text-align: center;"><b>Office of Institutional Effectiveness</b></p> <p style="text-align: center;"><b>University Assessment Committee Review</b> <b>ACADEMIC REPORTING YEAR 2017-2018</b></p> <p style="text-align: center;"><b>ACADEMIC YEAR ASSESSED: 2018-2019</b></p>	

# PROGRAM ASSESSMENT REPORT

*East Central University*

	<p><b>COLLEGE: College of Liberal Arts &amp; Social Sciences</b></p> <p><b>DEPARTMENT: Mass Communication</b></p> <p><b>DATE of REVIEW: 3/11/2019</b></p> <p><b>CHAIR/COMMITTEE: Jim Rauch/University Assessment Committee</b></p> <p>At the request of the Vice President for Academic Affairs, the University Assessment Committee (UAC) at East Central University (ECU) has completed an evaluation of this assessment plan. The purpose of the review is to identify strengths and weaknesses in the plan to help (1) ensure that accrediting bodies will favorably evaluate the Program's assessment activities and to help (2) prepare for future program reviews.</p> <p>Following the information distributed in assessment workshops, the Assessment Handbook, and on the Office of Assessment website, the UAC utilizes a multi-item rubric that evaluates the assessment plan, data collection and interpretation, and actions based upon results. This rubric scores according to a Likert-type scale, with 4 representing clear explanations to 1 representing missing or incomprehensible information. Included in this memo is a summary of the UAC findings, which are intended to assist the faculty responsible for the Program's assessment to continue strengthening their work. The results reported here have also been forwarded to the appropriate Dean.</p> <p><b>STRENGTHS:</b></p> <ul style="list-style-type: none"><li>• Data tables are already created and ready to be filled out</li></ul> <p><b>AREAS OF CONCERN:</b></p> <ul style="list-style-type: none"><li>• Throughout report regarding "best practices", should better explain what exactly this criterion is evaluating.</li><li>• Standard 8.2.1.2 - "agree &amp; strongly agree" are "4 &amp; 5", respectively. Should change in report to say "average a score of 4.0 on a 5-point scale".</li><li>• Instrument 8.1 - References a test being used, but no test was provided.</li><li>• Pre- and post-test tables should be combined to evaluate improvement over time.</li><li>• Clarify "portfolio assessment rubric".</li></ul> <p><b>OPPORTUNITIES:</b></p> <ul style="list-style-type: none"><li>• SLO 7 could be elaborated upon; seems very general/unspecific to Mass Communication.</li></ul>	
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## PROGRAM ASSESSMENT REPORT

*East Central University*

	<ul style="list-style-type: none"> <li>Sharing with Stakeholders - lots of opportunities for community outreach in this area.</li> </ul>	
<b>2017-2018</b>		
<b>2016-2017</b>		
<b>2015-2016</b>		

### APPENDIX

#### Mass Communication Content Satisfaction Survey

*Rate your agreement with the following statement based on a scale of 1 to 5, with one meaning you strongly disagree and five meaning you strongly agree.*

I feel like I have gained a solid knowledge of the history of American broadcast, internet, corporate and independent media, and music publishing; as well as a general history of international broadcasting, media, and music publishing.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I feel like I have a thorough understanding of American media laws and their history, international copyright and creative commons practice, as well as ethical and legal standards for media capturing.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

I feel like I have gained knowledge relevant to the mass media field when it comes to audio, video, and lens-based techniques.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

#### ECUMC Exam

## PROGRAM ASSESSMENT REPORT

### *East Central University*

---

You are about to start the ECUMC Exam.

Please select the **best** answer for each question.

On the Scantron, mark your answer with a number 2 pencil. Please fill in the bubble completely. If you change your answer be sure to erase thoroughly. Make no stray marks. When you are complete put your Answer sheet inside the question booklet and turn the booklet face down.

Wait for instructions.

Turn the page to begin.

### **ECUMC EXAM** **Writing/Graphic Design**

1. When writing for the media, you should write in the \_\_\_\_\_ voice.
  - a. Active
  - b. Passive
  - c. Present
  - d. Future
  
2. Name the four characteristics of media writing.
  - a. Easy to read, present tense, short and precise
  - b. Fact-based, proper grammar, uses eye-witness accounts and answers the readers' questions
  - c. Accurate, clear, efficient and precise
  - d. Clear, short, precise and proper grammar
  
3. The accepted style of news writing that states the most important information first is referred to as the \_\_\_\_\_.
  - a. Main pyramid
  - b. Inverted pyramid
  - c. Vertical pyramid
  - d. Horizontal pyramid
  
4. The lead of a news article should contain the \_\_\_\_\_ of the story.
  - a. Who, what, when and where
  - b. Who, what, where and why
  - c. Who, what, why and how
  - d. Who, why, how and when
  
5. What is the AP style rule concerning numbers?
  - a. Use figures for numbers over 100.
  - b. Use figures for numbers zero through nine.
  - c. Spell **out number zero through nine; use figures for numbers greater than nine.**
  - d. Always use figures, instead of spelling out the numbers when beginning a sentence.
  
6. Transitions are \_\_\_\_\_.
  - a. indicators that a key element is happening in the story/article
  - b. a way to link the noun and verb together.
  - c. movement within the story/article.
  - d. the words or phrases at the beginning of each paragraph that link one thought to the next.
  
7. When writing a press release, what does ### mean?

Last revised 7/22/2021 Roberson

## PROGRAM ASSESSMENT REPORT

### *East Central University*

---

- a. It is the end of the text.
  - b. A second page follows.
  - c. Create a hashtag for this subject.
  - d. It is a placeholder for information that needs to be verified.
8. Which sentence below is correct according to AP Style?
- a. "We always need volunteers," said Jean Gray, director of the City Regional Soup Kitchen, "and for those who can't volunteer, we always accept donations."
  - b. "We always need volunteers," said Jean Gray, director of the City Regional Soup Kitchen. "And for those who can't volunteer, we always accept donations."
  - c. "We always need volunteers", said Jean Gray, director of the City Regional Soup Kitchen, "and for those who can't volunteer, we always accept donations".
  - d. "We always need volunteers," said Jean Gray, Director of the City Regional Soup Kitchen. "And for those who can't volunteer, we always accept donations."
9. In graphic design, which color mode should be used for digital mediums?
- a. CMYK
  - b. Grayscale
  - c. RGB
  - d. Monochromatic
10. In graphic design, which color mode should be used for print mediums?
- a. CMYK
  - b. Grayscale
  - c. RGB
  - d. Monochromatic
11. If you want your printed design to extend past the edge of the page, you need to use a \_\_\_\_\_.
- a. Trim margin
  - b. Bleed margin
  - c. Edge margin
  - d. Text margin
12. \_\_\_\_\_ is the amount of blank space between lines of text.
- a. Kerning
  - b. Spacing
  - c. Floating
  - d. Leading
13. In typography, \_\_\_\_\_ is the process of adjusting the spacing between characters.
- a. Spacing
  - b. Floating
  - c. Kerning
  - d. Leading
14. \_\_\_\_\_ is a measurement of the output quality of an image, usually in terms of dots per inch.
- a. Resolution
  - b. Metric
  - c. Pixels
  - d. Picas
15. When designing ads or images for the web, units of measurement are always given in \_\_\_\_\_.

## PROGRAM ASSESSMENT REPORT

### *East Central University*

---

- a. Picas
- b. Inches
- c. Centimeters
- d. Pixels

#### **PR, Advertising and Mass Media**

1. Which invention brought the Internet to mass audiences?
2. a. Web browsers
3. b. Search engines
4. c. 56K modems
5. d. E-mail
6. e. Computer bulletin boards

1. What service was launched in 2011 to compete against Facebook?
2. a. Google+
3. b. Yahoo
4. c. Hotmail Friends
5. d. MySpace
6. e. Twitter

1. Which of the following technological advances have contributed to the rise of media convergence?

1. a. The development of wireless networks, making it easier for people to access the Internet almost anywhere.

1. b. Broadband Internet connections, which improved the multimedia capabilities of computers.

1. c. The development of Internet-capable cell phones.
2. d. The rise of the personal computer industry of the mid-1970s.
3. e. All of the options are correct

1. Which one of the following is an example of media convergence?
2. a. The tendency to use media to focus on local stories.
3. b. The use of computers to access different forms to traditional media, like books and movies.

1. c. The theory that there are more and more media outlets.
2. d. The way media coverage tends to follow a mob mentality in reporting.
3. e. The idea that every media format will eventually be replaced by another.

Which of the following statements about targeted advertising is not true?

## PROGRAM ASSESSMENT REPORT

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1. a. It is a big part of revenue of sites like Google and Facebook.
2. b. Some versions read your e-mail messages to find key words that trigger specific ads.
3. c. It is a passing fad because it is unpopular and advertisers and generates very little revenue.

1. Who is best described as those with an interest or concern in the organization?
2. a. publics
3. b. stakeholders
4. c. public relations practitioners
5. d. employees
6. e. audience

1. What is NOT a key element for the overarching definition of public relations?
2. a. research-oriented

b. manipulative

1. c. planned
2. d. strategic
3. e. public

1. Which is NOT an element necessary for effective public relations practitioners and their work?

1. a. ethical
2. b. extrovert
3. c. balanced
4. d. transparent
5. a. honest

1. What is the central issue for public relations?

2. a. clients
3. b. profit
4. c. image
5. d. trust
6. e. publicity

1. Aristotle described successful persuasion as having three important dimensions. Which is correct?

1. a. logos – emotion, pathos- emotion, ethos – logic
2. b. logos – credibility, pathos – logic, ethos – emotion
3. c. logos – credibility, pathos – emotion, ethos – logic
4. d. logos – logic, pathos – credibility, ethos – emotion
5. e. logos – logic, pathos – emotions, ethos – credibility

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*East Central University*

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1. \_\_\_\_\_ refers to the length of time (duration) an advertising message or campaign will run over a given period of time.

1. a. Frequency
- b. Continuity
- c. Effective reach
- d. Medium delivery power
- e. Medium value

1. The \_\_\_\_\_ of an ad is defined as being the average number of times a person must see or hear a message before it becomes effective.

- a. medium value
- b. exposure value
- c. message satiation
- d. effective reach
- e. effective frequency

1. The 4 Ps of the marketing mix are:
  - a. product, price, place, and promotion.
  - b. product, people, process and promotion.
  - c. people, price, place and product.
  - d. product, process, people and physical evidence.
  - e. place, people, product, and process.

1. \_\_\_\_\_ is the creating, maintaining and enhancing long-term relationships with customers and other stakeholders that result in exchanges of information and other items of mutual

1. value.
  - a. Market exchange
  - b. Strategic collaboration
  - c. Relationship marketing
  - d. Creative partnering
  - e. Transactional marketing
2. What should be the advertising manager's first step when he or she is asked to develop an advertising plan?

1. a. Select the target audience
2. b. Develop marketing objectives
3. c. Determine the most cost-effective media
4. d. Establish an advertising budget
5. e. Review the company's marketing plan

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*East Central University*

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### Audio/Video

31. What is head room?
  - a. Overall position of subject's head in frame
  - b. Space between the top of a subject's head and the frame
  - c. How close to a subject's face the camera is positioned
  - d. None of these
32. Panning the camera on a tripod is what kind of motion?
  - a. Up and down
  - b. Forward and backward
  - c. Left to Right
  - d. None of these
33. The process of transferring footage from the camera to the computer is referred to as what?
  - a. Mixing
  - b. Recording
  - c. Printing
  - d. Capturing
34. The lights in a basic three point lighting setup are each commonly known as what?
  - a. Key light, Fill light, and Floor light
  - b. Key light, Fill light, and Back Light
  - c. Fill Light, Back Light, and Floor Light
  - d. Key Light, Floor Light, and Hair Light
35. What does the ND Filter on a video camera do?
  - a. Adjusts the aperture
  - b. Reduces the intensity of the light
  - c. Controls the shutter speed.
  - d. Adds color contrast to the image
36. What camera setting can be adjusted to control the blurring of fast-moving objects?
  - a. Aperture
  - b. White Balance
  - c. Focus
  - d. Shutter Speed
37. What does the white balance control?
  - a. Adjusts the color circuits in the camera to produce a white color from different light temperatures
  - b. Adjusts the exposure in the camera to make it brighter
  - c. Adjusts the color circuits to create a black and white image
  - d. None of these
38. When compressing a video for storage and transport, what type of compression will maintain the original makeup of the digital audio and video signals?
  - a. Full
  - b. Lossless
  - c. Lossy
  - d. All of the above

## PROGRAM ASSESSMENT REPORT

### *East Central University*

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39. What is the precise locator code that is used for synchronization in digital audio, video, and film called?
  - a. Timeline Code
  - b. Vector Code
  - c. Time Code
  - d. None of these
  
40. What is foley sound?
  - a. Sound effects that are created digitally
  - b. Sounds that are removed from musical tracks as noise
  - c. Sound effects that are recorded on location during film shoots
  - d. Sound effects recorded in post-production to match screen action
  
41. What unit of measurement is used to measure the relative loudness of a sound?
  - a. Decibel
  - b. Hertz
  - c. Gigahertz
  - d. None of these
  
42. What is depth of field?
  - a. The distance from the camera to the subject
  - b. The area in which all objects, at different distances, appear in focus
  - c. The area in which objects appear in the correct exposure range
  - d. None of these
  
43. A bust shot is an example of what kind of shot?
  - a. Medium Shot
  - b. Close Up
  - c. Extreme Close Up
  - d. None of these
  
44. What title is given to the individual in charge of all audio operations in a production including setting up microphones and operating an audio console when needed?
  - a. Sound Designer
  - b. Producer
  - c. Audio Engineer
  - d. Sound Controller
  
45. What title is given to the individual who supervises the realization of a script by integrating all of the elements (acting, lighting, etc.) into a film or video?
  - a. Executive Producer
  - b. Producer
  - c. Line Manager
  - d. None of these

### Photography

46. What four adjustable exposure components do photographers work with before shooting an image?
  - a. Exposure lock, Meter, Aperture, Focus
  - b. Exposure compensation, Shutter speed, Spot meter, White Balance
  - c. Aperture, Shutter speed, Matrix Meter, ISO
  - d. White Balance, ISO, Shutter Speed, Aperture
  
47. Which exposure mechanism controls the length of time that light strikes the sensor?
  - a. Aperture
  - b. Shutter speed

## PROGRAM ASSESSMENT REPORT

*East Central University*

---

- c. ISO
  - d. Focal length
48. Which exposure mechanism controls the amount of light that strikes the sensor?
- a. Aperture
  - b. Shutter speed
  - c. ISO
  - d. Focal length
49. The sensitivity of the image sensor can be changed by adjusting what?
- a. Aperture
  - b. Shutter speed
  - c. ISO
  - d. Focal length
50. An image that has the background blurred in one direction would be an effect of using what?
- a. Fast shutter speed while trucking
  - b. Fast shutter speed while panning
  - c. Slow shutter speed while trucking
  - d. Slow shutter speed while panning
51. Which f-stop (or aperture) will give you the least depth of field?
- a. f-2.8
  - b. f-8
  - c. f-22
  - d. f-stops do not have an effect on depth of field
52. A graphical representation of an exposed image that can be viewed on the camera screen is called a what?
- a. Matrix guide
  - b. Histogram
  - c. Levels guide
  - d. Raw format guide
53. The process of arranging forms and tones in a way that is pleasing, and guides the viewer's eye to the subject is called what?
- a. Composition
  - b. Framing
  - c. Aesthetic sequencing
  - d. None of the above
54. An improper White Balance will cause what?
- a. Color cast in the image
  - b. Noise in the image
  - c. Camera shake
  - d. Too much contrast
55. An image that has a person sitting on the far side of a fence, with the rails and posts running toward the subject would be considered using what type of composition?
- a. Rule of thirds
  - b. Balance
  - c. Contrast
  - d. Leading lines
56. Blurring the foreground and background around a subject, while leaving the subject in sharp focus, is using what to your advantage?

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- a. Leading lines
  - b. Depth of field
  - c. Balance
  - d. Contrast
57. What type of filter reduces glare created from light striking water or glass?
- a. Polarizing filter
  - b. Neutral-density filter
  - c. UV (Ultra Violet) filter
  - d. Catch light filter

### **Media Law**

58. Written words that are false and defamatory are considered what?
- a. Slander
  - b. Libel
  - c. Actionable
  - d. Privileged
59. What group is barred from suing for libel?
- a. Religious
  - b. Public Persons
  - c. Governments
  - d. Sports teams
60. Publication requires what?
- a. A third person that is not the plaintiff or defendant to have read or heard the defamatory  
material
  - b. Material printed in a public forum
  - c. Any broadcast or written document
  - d. Public dissemination of defamatory material
61. What is the difference between libel and slander?
- a. One is defamation the other is incorrect statements
  - b. One is printed material and the other spoken material
  - c. You can sue for libel, but not slander
  - d. Nothing, they are both defamatory remarks

### MCOM Exit Survey

Please fill out the survey below. Make sure to include your name in the first question so I can give you credit!

For all other answers, please rate your agreement with the following statement based on a scale of 5 options from strongly disagree to strongly agree.

1. I feel like I have gained a solid knowledge of the history of American broadcast, internet, corporate and independent media, and music publishing; as well as a general history of international broadcasting, media, and music publishing.

## PROGRAM ASSESSMENT REPORT

*East Central University*

2. I feel like I have a thorough understanding of American media laws and their history, international copyright and creative commons practice, as well as ethical and legal standards for media capturing.
  
3. I feel like I have gained knowledge relevant to the mass media field when it comes to audio, video, and lens-based techniques.

**Instrument/Measurement:** Senior Portfolio Assessment Rubric 1

**Course Number(s):** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

Assessment Ratings	0 Failed to provide examples	1 Does not meet expectations	2 Partially meets expectations	3 Meets expectations
<b>Sources of Learning</b> <i>Experiences relevant to learning outcomes</i>	Failed to provide examples that meet this criteria	Documentation and description of learning experiences related to course learning outcomes are <b><i>lacking or substantially inadequate</i></b>	Documentation and description of learning experiences related to course learning outcomes are <b><i>not effectively or completely presented</i></b>	Documentation and description of learning experiences related to course learning outcomes are <b><i>appropriate and effectively presented</i></b>
<b>Demonstration of Learning</b> <i>Artifacts</i>	Failed to provide examples that meet this criteria	The portfolio's materials and artifacts are <b><i>not appropriate and/or adequate</i></b> , and are not supported by the presentation	The portfolio materials and artifacts are <b><i>not fully supported</i></b> by or connected to the course's learning outcomes	The portfolio includes <b><i>appropriate</i></b> artifacts that support the demonstration of learning outcomes
<b>Evidence of Learning</b> <i>Competencies</i>	Failed to provide examples that meet this criteria	The portfolio shows <b><i>little or no evidence</i></b> of learning tied to sound Mass Communication theory	The portfolio documents some, but <b><i>not sufficient</i></b> , learning tied to sound Mass Communication theory (or grounded in appropriate academic frameworks)	The portfolio <b><i>adequately</i></b> documents learning tied to sound Mass Communication theory (or grounded in appropriate academic frameworks)
<b>Mastering Knowledge &amp; Skills</b> <i>Application of Learning</i>	Failed to provide examples that meet	The portfolio provides <b><i>little evidence</i></b> of the student's ability to use	The portfolio demonstrates the student's ability to use the knowledge	The portfolio documents the <b><i>acquisition</i></b> of knowledge and skills for the course

## PROGRAM ASSESSMENT REPORT

*East Central University*

	this criteria	knowledge and skills for the course's learning outcomes in practice	and skills for the course learning outcomes in practice is <b>limited</b>	learning outcomes, with <b>some ability</b> to apply them in practice
<b>Reflection on Learning</b> <i>Aligned with course learning outcomes</i>	Failed to provide examples that meet this criteria	The portfolio provides <b>little or no evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <b>inadequate evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought	The portfolio provides <b>evidence of reflection</b> to increase learning aligned with the course learning outcomes for which credit is being sought
<b>Presentation Completeness and quality of the portfolio presentation</b>	Failed to provide examples that meet this criteria	Assembly instructions have <b>not been followed</b> with critical portfolio elements <b>not</b> included; the quality of written, visual and/or digital presentation <b>does not meet postsecondary standards</b>	<b>Most of the expected elements</b> are included; the quality of written, visual and/or digital presentation does not meet postsecondary standards with <b>too many errors</b> in spelling, grammar and punctuation	The portfolio is <b>well organized</b> with all critical elements included; the quality of written, visual and/or digital the presentation is <b>competent</b> with minor errors in spelling, grammar and punctuation
<b>Overall Assessment</b>		The recommended cut score for a successful (i.e., passing) portfolio is <b>12</b> , with <b>at least 1 in each of the six assessment criteria</b> .		

### INDIVIDUAL SCORES OF STUDENT PORTFOLIOS

Fall 2020 Student Portfolios	Scores/100
Student #1	56
Student # 2	78
Student #3	90
	Average: 75
Spring 2021 Student Portfolios	
Student # 1	94
Student #2	75
Student # 3	70
Student #4	79
Student #5	72.5
Student #6	60
Student #7	76
Student #8	77

## PROGRAM ASSESSMENT REPORT

*East Central University*

Student #9	75
Student #10	56
	Average: 73
	Annual Average: 74

Fall 2019 Student Portfolios	Scores/100	Spring 2020 Student Portfolios	Scores/100
Student #1	82	Student #1	51
Student #2	81	Student #2	83
Student #3	78	Student #3	70
Student #4	88	Student #4	55
Student #5	78	Student #5	73
Average	81.4	Student #6	82
		Student #7	78
		Student #8	54
		Student #9	65
		Student #10	70
		Student #11	92
		Student #12	81
		Student #13	77
		Student #14	61
		Student #15	69
		Student #16	93
		Student #17	76
		Student #18	77
		Average	72.6
		Annual Average Score	74.5

Fall 2018 Student Portfolios	Scores/100	Spring 2019 Student Portfolios	Scores/100
Student #1	85	Student #1	77
Student #2	84	Student #2	78
Student #3	71	Student #3	73
Student #4	91	Student #4	64
Student #5	85	Student #5	73
Student #6	80	Student #6	83
Student #7	83	Student #7	45
Student #8	90	Student #8	78
Average	83.25	Student #9	94
		Student #10	80
		Student #11	75
		Average	74.50
		Annual Average Score	78.30

**PROGRAM ASSESSMENT REPORT**

*East Central University*

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