

School of Journalism & Electronic Media

Assessment Plan

(unanimously adopted by JEM faculty, 23 January 2017)

Purpose:

The purpose of the proposed assessment plan is to allow the School to begin tracking JEM students' knowledge, competencies, experiences, and expectations in their first core course (JREM 175). Additional responses on competencies and experiences will be collected at the end of the first required skills course (JREM 230). The students' early responses will then be compared with those collected in their final course (JREM 499). This plan provides the means of tracking changes on a semester-by-semester basis and assessing course content and curricula annually, as well as over time. Further, this assessment plan is based on ACEJMC and SACS principles, increasing its value to the School and future students.

Goals for JEM assessment:

The mission of the School of Journalism and Electronic Media is to contribute to the evolving world of media and journalism, to instill in students an appreciation of journalistic ethics and professionalism, one that enhances the quality of newsgathering and dissemination. Writing, editing, visual/graphic design and production skills, along with critical thinking, ethics and research skills are given both interdisciplinary and media-specific emphasis. The School is dedicated to ascertaining and serving the needs of its students and of media organizations with print, broadcasting, online, mobile and emerging communication platforms.

The goal of assessment is to ensure that JEM fulfills each aspect of this mission.

Student learning outcomes:

As an accredited program by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), the UT School of Journalism & Electronic Media seeks to instill the following professional knowledge, values and competencies in its students.

- Understand and apply the principles and laws of freedom of speech and press for the United States, as well as receive instruction in and 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 grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race/ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;

- Conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

The UT School of Journalism & Electronic Media further aspires to achieve the goals set in conjunction with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

- That students develop professional skills in journalism and electronic media, skills sufficient to meet the expectations for entry-level jobs in the field;
- That students demonstrate an understanding and facility with the core field knowledge provided through our required core of courses: introduction to journalism and electronic media, media writing, media reporting, media law, media and society/diversity. This means, in practice, a basic understanding of key media-related points in: ethics, law, history, writing, reporting, production, graphics, and media as a business.

Curriculum map:

The curriculum map (attached as Appendix 1) details ACEJMC professional skills and competencies, plus assessment of those, for the JEM curriculum as of Fall 2016. These data were reported by instructors of each course in 2016. Significant changes to the curriculum were adopted in February 2016, but these will not take effect until Fall 2017. Thus, the curriculum map will need to be adapted based on those changes.

Measures, timeline and oversight involved in JEM assessment

Direct measures:

1. An examination of competencies given in JREM 499 will compare student responses in their first required JEM course (JREM 175), their first skills course (JREM 230) and their last required JEM course (JREM 499; although there is no guarantee that 499 would be every students' last course, enrollment is limited to the senior year).

- Knowledge and competency are expected to increase from JREM 175 and JREM 230 to JREM 499, as evidenced by improved scores on Appendices 2, 3, 4, and 5.
- An examination of competencies given in JREM 499 will compare student knowledge of core ACEJMC and SACSCOC competencies with the minimum expected (e.g., 50% average; see Appendix 5).

2. Practicum supervisors will be surveyed regarding the skills, knowledge, and competencies of the students they supervised (Appendix 6).

3. Evaluation of the practicum by the JEM students who complete a required practicum will be

compared to the practicum supervisors' responses (Appendix7).

- A positive correlation between the two is expected to increase over the years.

Indirect measures:

1. JEM will maintain a repository of student awards, internships and alumni placement.
2. Students will be surveyed regarding expectations and learning in JREM 175, 230, and 499 (Appendices 2, 3, and 4).

Timeline:

Implementation of this plan will begin in April 2017. The measures will be administered in Fall and Spring semesters, with practicum evaluations also administered in Summer.

Results will be calculated and presented to the faculty in August of each year (i.e., the results from the previous academic year).

Oversight:

The JEM Assessment Committee will oversee implementation of the plan, and preparation and presentation of results. Members of the Committee, in coordination with the Director, will lead discussion on assessment concerns each semester.

The Director will oversee the Assessment Committee and ensure that all aspects of the plan are implemented each semester.

Appendix 1. Curriculum Map, AY 2015-2016

Course	Sequence (R/E)	1	2	3	4	5	6	7	8	9	10	11	12
JREM 491: Foreign Study	JREM - E	X	X		X		X	X		X			
JREM 175: Principles and History of Journalism and Media	JREM - R	X	A	X	X	X	X	X		X	X	X	X
JREM 200: Media Writing	JREM - R PBRL - R	X		X	X	X	X	X	X	A	X		X
JREM 230: Media Reporting	JREM - R	X	X	X	X	X	X	X	A	A	X		X
JREM 250: Multimedia Storytelling	JREM - R					X	X	X		X	X		A
JREM 320: Media Promotions	JREM - E		X				X	X		X		X	X
JREM 333: Print/Web Editing	JREM - E	X	X	X			X	X		X	A		X
JREM 336: Video Production	JREM - E	X	X	X	X	A	X	X		X	X		X
JREM 360: Radio News Reporting and Producing	JREM - E									X	X		
JREM 365: Sports Broadcasting	JREM - E				X					X	X	X	X
JREM 367: Mass Communication History	JREM - R ¹	X	A	X	X	X	X	X	X	X			X
JREM 375: Sports Reporting Across the Media	JREM - E						X		X	X	X		X
JREM 380: Media Graphics	JREM - E					A		X					X
JREM 390: Photojournalism	JREM - E					A	X	X					X
JREM 400: Mass Communication Law and Ethics	JREM - R PBRL - R	A	X	X	X	X	A						
JREM 410: Media Ethics	JREM - R	X	X				A	X					
JREM 411: Television News Reporting	JREM - E							X	X				X
JREM 414: Magazine and Feature Writing	JREM - E		X	X			X	X	X	A	X		
JREM 415: Magazine Industry Workshop	JREM - E		X			X	X	X	X	X	X		X
JREM 420: Media Sales	JREM - E		X			X	X	X	X	X		A	X
JREM 422: Web Journalism	JREM - E	X	X	X				X	X	X			X
JREM 430: Public Affairs Reporting	JREM - E	X	X				X	X	X	X		X	
JREM 436: Advanced Video Production	JREM - E	X	X	X	X	A	X	X	X	X	A		X
JREM 444: Journalism as Literature	JREM - E		X					X					
JREM 446: Advanced Projects in Visual Communications	JREM - E	X	X	X	X	A	X	X	X	X	X	X	X
JREM 450: Writing about Science and Medicine	JREM - E	X	X	X			X	X	A	A	X	X	X

¹ Journalism and Electronic Media students are required to take EITHER JREM 367 or JREM 410.

Course	Sequence (R/E)	1	2	3	4	5	6	7	8	9	10	11	12
JREM 451: Environmental Writing	JREM - E	X	X	X			X	X	X	A	X	X	
JREM 456: Science Writing as Literature	JREM - E		X					X	X			X	
JREM 460: Advanced Television News Reporting and Producing	JREM - E				X		X	X		X	X		X
JREM 466: Media, Diversity, and Society	JREM - R	X	X	A	A	X	X	A	X	X	X		
JREM 470: Cable, Internet, and other Content Delivery Systems	JREM - E	X	X	X		X							
JREM 475: Sports Writing	JREM - E	X	X	X	X		X	X	X	X	X	X	X
JREM 480: Media Programming and Audience Research	JREM - E		X	X		X	X	X		X		A	X
JREM 490: Advanced Photojournalism	JREM - E					A		X					X
JREM 492: Practicum	JREM - R						X						
JREM 493: Independent Study	JREM - E						X						
JREM 494: Special Topics: Data Journalism	JREM - E		X			X	X	X	A	X	X	A	X
JREM 494: Special Topics: Entrepreneurial Journalism	JREM - E		X		X	X	X	A	X	X		X	X
JREM 494: Special Topics: Issues in Sports Media	JREM - E		X	X	X	X	X	X	X	X			
JREM 498: Internship	JREM - E						X						
JREM 499: The Media Business and Future of Journalism	JREM - R		X	X	X	X	X	A	X	X	X		A

Appendix 2. Initial Survey – JREM 175

Thank you for participating in this survey for the School of Journalism & Electronic Media. The answers you give here will not affect your grade. We will not ask for any identifying information, and there is no way to trace your responses back to you. We simply want an idea of what you know, and what you think about your program of study so far.

1. At this point, what is your career plan? [open-ended]
2. What skills do you hope to learn or improve upon in your future JEM coursework?
 - a. Writing clearly (very much, quite a bit, some, very little, not at all)
 - b. Website development and management (very much, quite a bit, some, very little, not at all)
 - c. Visual communication – photography and/or graphics (very much, quite a bit, some, very little, not at all)
 - d. Visual communication – video production (very much, quite a bit, some, very little, not at all)
 - d. Media management (very much, quite a bit, some, very little, not at all)
 - e. Research and reporting information (very much, quite a bit, some, very little, not at all)
 - f. Other _____ (very much, quite a bit, some, very little, not at all)
3. How much has your experience in JREM 175 contributed to your knowledge and personal development in the following areas:
 - a. Understanding the role of news media in society (very much, quite a bit, some, very little, not at all).
 - b. Understanding the history of journalism (very much, quite a bit, some, very little, not at all).
 - c. Understanding journalistic ethics (very much, quite a bit, some, very little, not at all).
 - d. Developing a personal code of values and ethics (very much, quite a bit, some, very little, not at all)
 - e. Thinking critically and analytically (very much, quite a bit, some, very little, not at all)
4. During the current school year how often did you work on a JEM paper or project that required integrating ideas or information from various sources? (very often, often, sometimes, never).
5. During the current school year, about how often have you done the following in JEM courses?
 - a. Combined ideas from different courses when completing assignments (very often, often, sometimes, never).

b. Learned something that changed the way you understand an issue or concept (very often, often, sometimes, never).

c. Discussed your academic performance with a faculty member (very often, often, sometimes, never).

6. How often were diverse perspectives (by race, religion, gender, political) included in JEM class discussions or assignments? (very often, often, sometimes, never).

7. What 5 rights are protected by the U.S. First Amendment? [multiple choice:

(free speech, right to bear arms, right to vote, free press, right to peaceably assemble, right to petition the government for redress of grievances, right to privacy, freedom of religion, right to speedy and public trial)

Appendix 3. Skills survey – JREM 230

Thank you for participating in this survey for the School of Journalism & Electronic Media. The answers you give here will not affect your grade. We will not ask for any identifying information, and there is no way to trace your responses back to you. We simply want an idea of what you know, your goals, and what you think about your program of study so far.

1. How much has your experience in JREM 230 contributed to your knowledge, skills and personal development in the following areas?
 - a. Writing clearly and effectively (very much, quite a bit, some, very little, not at all).
 - b. Speaking clearly and effectively (very much, quite a bit, some, very little, not at all).
 - c. Analyzing quantitative problems (very much, quite a bit, some, very little, not at all).
 - d. Understanding journalistic ethics (very much, quite a bit, some, very little, not at all).
 - d. Developing a personal code of values and ethics (very much, quite a bit, some, very little, not at all)
 - e. Thinking critically and analytically (very much, quite a bit, some, very little, not at all)

2. During the current school year how often did you work on a JEM paper or project that required integrating ideas or information from various sources? (very often, often, sometimes, never).

3. During the current school year, about how often have you done the following in JEM courses?
 - a. Combined ideas from different courses when completing assignments (very often, often, sometimes, never).
 - b. Learned something that changed the way you understand an issue or concept (very often, often, sometimes, never).
 - c. Discussed your academic performance with a faculty member (very often, often, sometimes, never).

4. During the current school year, how often have you sought advice from a JEM faculty member regarding the courses you need to take for your degree? (very often, often, sometimes, never).

Comments:

5. During the current school year, how often have you sought advice from the College of Communication & Information's Undergraduate Advising Services regarding the courses you need to take for your degree? (very often, often, sometimes, never).

Comments:

6. During the current school year, how often have you sought advice from a JEM faculty member regarding your future career plans? (very often, often, sometimes, never).

Comments:

7. How often were diverse perspectives (by race, religion, gender, political) included in JEM class discussions or assignments? (very often, often, sometimes, never).

Comments:

Appendix 4. Assessment survey – JREM 499

1. How would you evaluate your entire educational experience in the School of Journalism and Electronic Media? (excellent, good, fair, poor)

2. How would you evaluate the quality of academic advising you have received at JEM? (excellent, good, fair, poor)

3. During the school year, about how often have you talked about career plans with a faculty member or advisor? (very often, often, sometimes, never).

4. How often were diverse perspectives (by race, religion, gender, political) included in JEM class discussions or assignments? (very often, often, sometimes, never).

5. What skills did you learn or improve upon in your JEM coursework?

a. Writing clearly (very much, quite a bit, some, very little, not at all)

b. Website development and management (very much, quite a bit, some, very little, not at all)

c. Visual communication – photography and/or graphics (very much, quite a bit, some, very little, not at all)

d. Visual communication – video production (very much, quite a bit, some, very little, not at all)

d. Media management (very much, quite a bit, some, very little, not at all)

e. Research and reporting information (very much, quite a bit, some, very little, not at all)

- f. Other _____ (very much, quite a bit, some, very little, not at all)
6. How much has your experience in JEM courses contributed to your knowledge, skills, and personal development in the following areas:
- a. Writing clearly and effectively (very much, quite a bit, some, very little).
 - b. Speaking clearly and effectively (very much, quite a bit, some, very little).
 - c. Analyzing quantitative problems (very much, quite a bit, some, very little).
 - d. Developing a personal code of values and ethics (very much, quite a bit, some, very little)
 - e. Thinking critically and analytically (very much, quite a bit, some, very little):
7. During the current school year how often did you work on a JEM paper or project that required integrating ideas or information from various sources? (very often, often, sometimes, never).
8. During the current school year, about how often have you done the following in JEM courses?
- a. Combined ideas from different courses when completing assignments (very often, often, sometimes, never).
 - b. Learned something that changed the way you understand an issue or concept (very often, often, sometimes, never).
 - c. Discussed your academic performance with a faculty member (very often, often, sometimes, never).
9. Has your career plan changed since you began taking courses in JEM? Please describe:
[open-ended]
10. In terms of overall value to your education, how would you rate the following courses:
- Each core course listed individually (extremely valuable, valuable, neither valuable nor valueless, slightly valuable, not at all valuable, didn't take this course at UT)
 - Comments for each [open-ended]
11. Which one or two JEM courses do you think contributed the most to your education? Why?
[open-ended]
12. Which one or two JEM courses do you think contributed the least to your education? Why?
[open-ended]
13. What professional opportunities did you take advantage of while at UT? Check all that apply: (UT Daily Beacon, WUTK-FM, Tennessee Journalist TNJN, Volunteer Channel, Scoop magazine, Other ____, None)
14. Did you have a professional, off-campus internship while you were an undergraduate?
(yes/no)

15. Where did you intern? Any comments on the experience? [open-ended]

16. Which of the following activities have you participated in as an undergraduate? Check all that apply: (SPJ, AD Club, PRSSA, Diversity Student Leaders Society, Other____, None)

17. What's your evaluation of the JEM faculty? Take into consideration subject expertise, course preparation, in-class demeanor, out-of-class availability and any other factors you believe are important. (excellent, good, average, poor, terrible)

Comments about faculty [open-ended]

18. In terms of advising, what resources have you taken advantage of? Check all that apply: (JEM faculty advisor, CCI Center for Undergraduate Studies and Advising, Other _____, None)

Comments on advising [open-ended]

19. What's your overall evaluation of the academic program offered by the School of Journalism and Electronic Media? Consider requirements, courses, faculty, professional opportunities, facilities and any other factors you believe are important. (excellent, good, average, poor, terrible)

Comments about the program [open-ended]

20. When do you plan to graduate? (current semester, next 3 semesters listed individually)

21. What year did you enter the program? [open-ended]

22. Did you start college at UT or transfer here? (all UT, transfer)

23. JEM needs to communicate with our alumni from time to time for accreditation purposes. If you're willing to provide a permanent email address, it would be greatly appreciated. (Your email address will be removed from your survey responses before anyone reads your responses.) If not, we understand. [open-ended]

Appendix 5. Competencies test in JREM 499

Thank you for participating in this assessment of our Journalism and Electronic Media program. The answers you give here will not affect your grade. We simply want an idea of what you know, and what you think about your program of study.

Part One. Open-Ended Questions

1. What 5 rights are protected by the U.S. First Amendment? [multiple choice:

(free speech, right to bear arms, right to vote, free press, right to peaceably assemble, right to petition the government for redress of grievances, right to privacy, freedom of religion, right to speedy and public trial)

(This question goes to the ACEJMC Learning Outcome Expectation that graduates should be able to “understand and apply the principles and laws of freedom of speech and press...including the right to dissent, to monitor and criticize power, and to assemble and to petition for redress of grievances.”)

2. Give any example of any mass media company or organization that generally fits the model of

A capitalist firm or company _____

An authoritarian organization _____

A social responsibility or paternalistic organization _____

(This question goes to the ACEJMC Learning Outcome Expectation that graduates should be able to “understand concepts and apply theories in the use and presentation of images and information.”)

3. You, as a reporter, cover a debate between two candidates for mayor of the same city. The challenger says things are terrible; our city has more people unemployed than ever before. The incumbent says things are going well; our city has more people employed than ever before. In one sentence, explain how it is possible both candidate statements about employment are true.

(This question goes to the ACEJMC Learning Outcome Expectation that graduates should be able to “think critically, creatively, and independently.”)

4. A public opinion polls finds 70% of Americans say they use a video streaming service at least once a week. Half of those who said they use a video streaming service weekly said they used Netflix. So what percentage of Americans in this poll said they use Netflix at least once a week?

(This question goes to the ACEJMC Expectation that graduates should be able to “apply basic numerical and statistical concepts.”)

Part Two. Multiple Choice Questions.

5. In newspaper work, what is a beat?

- a) Deadline to get the paper to press on time
- b) A reporter’s regularly assigned topic (courts, schools, sports, etc.)*
- c) Writing style that is rhythmic or repetitive for effect
- d) The “count” used for headline spacing: picas, points and beats

(ACEJMC Learning Outcome Expectation that graduates should be able to demonstrate an understanding of “the role of professionals and institutions in shaping communications.”)

6. How did FDR, 32nd president Franklin Delano Roosevelt, use radio?

- a) He did not. He refused because technology was so new.
- b) He established “fireside chats” to comfort the American public during the Great Depression and WWII*
- c) He used it for campaigning and to control rumors about his disability
- d) He was so fascinated by it that he practically took over the FCC; he micromanaged rules.

(ACEJMC Learning Outcome Expectation that graduates should be able to “demonstrate an understanding of the history and role of professionals and institutions in shaping communications.”)

7. The Nielsen Corporation is a company that provides:

- a) Legal assistance to corporations in media mergers
- b) Translation services for the dubbing of movies into many languages
- c) Ratings and other audience program information*
- d) Launch services for international communication satellites

(ACEJMC Learning Outcome Expectation that graduates should be able to know the history and role of media in society, and also the Learning Outcome Expectation to understand data and statistics.)

8. Which does the advertising term 'CPM' refer to?

- a) capital protective management -- the ability of an agency to leverage image
- b) cost per thousand (Roman numeral M) of an ad to reach a thousand people*
- c) case per media -- a campaign related to the medium in which it runs
- d) cost per man -- a pre-PC terminology related to cost per viewer/listener

(ACEJMC Learning Outcome Expectation that graduates should be able to understand data and statistics.)

9. Which is the term for the code used to write/create web pages?

- a) HTTP
- b) HTML*
- c) URL
- d) Cobalt

(ACEJMC Learning Outcome Expectation that graduates should be able to "apply tools and technologies appropriate for the communications professions in which they work.")

10. Which is the official term for when a journalist makes up a quote or a fact rather than reporting what he/she knows to be true?

- a) Plagiarism
- b) fabrication*
- c) Freedom of Information
- d) parody news
- e) bias

(ACEJMC Learning Outcome Expectation that graduates should be able to "work ethically in pursuit of truth, accuracy, and fairness and...evaluate their own work and that of others for accuracy and fairness.")

11. Reporter Chris Conagle writes on the news website, The Daily Tattler, "Our Sixteenth President, Abraham Lincoln, died not of a gunshot wound, but from syphilis." Can a successful libel suit be brought?

- a. No, identification, publication, and defamation are not established.
- b. Yes, identification, publication, defamation and malice are established.
- c. No, malice cannot be shown.
- d. No, only living persons can sue for libel; Lincoln is dead.*

(ACEJMC Learning Outcome Expectation that graduates should be able to think analytically.)

12. Which best described the status of ethics codes of the Society of Professional Journalists (SPJ) and the Radio Television Digital News Association (RTDNA)?

- a. Both SPJ and RTDNA have ethics codes and those codes are legally enforceable with penalties even against non-members.
- b. Both SPJ and RTDNA have ethics codes and those codes can lead to legal penalties but only against organization members.
- c. Both SPJ and RTDNA have ethics codes, but these are statements of principles and good practices, not legally enforceable against anyone.*
- d. Neither SPJ nor RTDNA have ethics codes, opting not to create them for fear of lawsuits.
- e. Both the SPJ and RTDNA ethics codes were abolished following a 1990 Supreme Court decision.

(ACEJMC Learning Outcome Expectation that graduates should be able to “demonstrate understanding of professional ethical practices.”)

13. Which of the following is NOT good technique for a live or recorded interview?
- Listening intently and asking follow-up questions
 - Giving verbal assurances (“yes,” “okay,” “wow,” “uh-huh”) of your attention*
 - Conducting research on your guest and topic
 - Asking open-ended questions
 - Generally maintaining eye contact with an in-person guest

(ACEJMC Learning Outcome Expectation that graduates should be able to “apply tool and technologies appropriate for the communications professions in which they work.”)

14. Which is usually is the best “voice” for a standard news report?
- Active voice, subject/verb/object*
 - Passive voice, object/verb/subject
 - Editorial voice: reporter opinions about whether what happened was desirable

(ACEJMC Learning Outcome Expectation that graduates should be able to write clearly and accurately.)

15. Assuming all stated facts and spellings are correct, which of the following is the better lead?
- Knox County Commission last night met and handled a large number of items, starting with a resolution honoring former Knoxville Mayor Victor Ashe, proceeding to several zoning changes all on the consent agenda, and concluding a long discussion about billboards.
 - Knox County Commission last night voted 6-5 to keep the current moratorium on billboards for another year, allowing all current billboards, prohibiting new ones, and specifically banning the conversion of any billboard to illuminated screens with changing messages.*

(ACEJMC Learning Outcome Expectation that graduates should be able to write clearly and accurately.)

16. Which of the following legislative acts established the Federal Communications Commission?
- Wireless Ship Act of 1912
 - Communications Act of 1934*
 - Presidential Airwaves Proclamation of 1952
 - National Broadcast Act of 1960
 - Public Communication Authority of 1963

(ACEJMC Learning Outcome Expectation that graduates should be able to “demonstrate an understanding of the history and role of professionals and institutions in shaping communications.”)

17. Which graphic probably is best to demonstrate the percentages of the total federal budget that go to Military Spending, Social Security, Medicare, Medicaid, Debt Payments, and All Other Items:
- bar chart
 - timeline
 - pie chart*
 - stacked area chart
 - scatterplot

(ACEJMC Learning Outcome Expectation that graduates should be able to write clearly and should be able to “apply tools and technologies appropriate for the communications professions in which they work” and to be able to apply theories in presenting images and information.)

18. Johannes Gutenberg is credited with which invention?
- a printing press with movable/replaceable type*
 - telegraphy using electronic impulses along wires
 - wireless telegraphy using Morse code and the airwaves
 - geosynchronous satellite orbits
 - packet switching technology for cell phones

(ACEJMC Learning Outcome Expectation that graduates should be able to “demonstrate an understanding of the history and role of professionals and institutions in shaping communications.”)

19. Which of the following options best describes a ‘jump cut’ in video editing?
- Jarring change in direction or time of action, creating an effect of discontinuity.*
 - Creative use of multiple camera angles (and types of shots) to create a montage of action
 - Use of natural sound to linger from one scene or sequence to another
 - speeding up the action to move quickly past boring scenes

(ACEJMC Learning Outcome Expectation that graduates should be able to “apply tools and technologies appropriate for the communications professions in which they work” and also should be able to apply theories in presenting images and information.)

20. Which of the following options best describes current Tennessee and federal laws regarding access to government records?
- Both the federal government and the state have open records laws allowing public access, but only to documents in hard copy.
 - The federal government has a law allowing public access to documents both hard copy and electronic, but Tennessee has no such law.
 - Both the federal government and the state have open records laws allowing public access to both hard copy and electronically maintained documents.*
 - Neither the federal government nor the state have laws allowing public access to documents both hard copy and electronic.

(ACEJMC Learning Outcome Expectation that graduates should be able to apply legal principles.)

21. How have portrayals of African Americans on prime time television changed in the last 50 or so years?
- from near invisibility in stereotypical roles to a frequent broader range of roles*
 - from frequent stereotypical roles to less frequent but non-stereotypical roles.
 - there has been no change in either frequency or roles of African Americans on television.

(ACEJMC Learning Outcome Expectation that graduates should be able to “understand the diversity of peoples and cultures.”)

22. Which of the following options best describes changes in the magazine industry over the last 30 or so years?

- a. fewer titles but diverse ownership
- b. more titles, more platforms but concentrated ownership
- c. heavier U. S. regulation and government crackdowns on editorial forms

(ACEJMC Learning Outcome Expectation that graduates should be able to “demonstrate an understanding of the history and role of professionals and institutions in shaping communications.”)

23. U. S. copyright law applies to:

- a. ideas, concepts, and thoughts regardless of whether these are in fixed form
- b. all creative items in fixed forms, including sheet music, audio recordings, video recordings, photos, and writings.*
- c. only creative items that can be put on printed on a page, excluding sculpture, music, video and audio.

(ACEJMC Learning Outcome Expectation that graduates should be able to apply legal principles.)

24. Which term best describes vocal pitch pattern and the variety within it:

- a. articulation
- b. rate
- c. pronunciation
- d. inflection*
- e. enunciation

(ACEJMC Learning Outcome Expectation that graduates should be able to “apply tools and technologies appropriate for the communications professions in which they work.”)

Appendix 6. Practicum Evaluation – Supervisors

Practicum term: [year] Spring Summer Fall

Name of student:

Organization name:

Supervisor name:

Outline duties and responsibilities to which the student was assigned:

Please evaluate the student you supervised comparing him/her to a typical entry-level personnel. Check one response per criterion.

	Excellent	Very good	Average	Below Average	Poor
Ability to apply concepts					
Ability to learn on the job					
Knowledge of the field					
Level of skills					
Quality of work					
Student initiative					
Student preparation					
Overall performance					

Initiative and preparation (Check one):

Assumes full responsibility and actively seeks out additional responsibilities

Often seeks out additional responsibilities

Assumes added responsibilities when they are offered

Accepts most responsibilities, but they must be specifically assigned

Unreliable – fails to accept/complete assigned responsibilities

If you had an opening in your organization now, would you hire this student? Yes No

Would you be willing to give him/her a recommendation for a different job? Yes No

Comments:

Appendix 7. Practicum Evaluation – Students

The practicum is designed to provide you with an opportunity to apply the knowledge and skills you have learned as a student in the School of Journalism & Electronic Media.

Please honestly rate your performance in your practicum experience on the following criteria by checking one response per criterion. Your responses are for JEM assessment purposes only and will not affect your grade in any way.

	Excellent	Very good	Average	Below Average	Poor
Ability to apply concepts					
Ability to learn on the job					
Knowledge of the field					
Level of skills					
Quality of work					
Student initiative					
Student preparation					
Overall performance					

If this organization offered you a similar but permanent position now, would you accept? Yes No

Comments: