Appendix 6 Plan for implementation of assessment on D2L

Portfolio Assessment Plan

Journalism Department Administration:

- Provide online diagnostic assessments to import into D2L courses (writing, grammar, law, ethics)
- Provide faculty development training
  - How to administer diagnostic assessments in D2L
  - How to incorporate ePortfolio into their courses (emphasis on required artifacts)
  - How to assess D2L ePortfolios
- Provide instructions for students on how to add artifacts into D2L ePortfolios
- Provide a rubric for holistic assessment of D2L ePortfolios
- Manage assessment of portfolios at two points in each student’s program of study; in accordance with ACEJMC standards for accreditation:
  - Sophomore (After taking JRNL 202)
  - After Graduation (After taking 400 level & capstone courses)
- Assign faculty to assess portfolios at the close of each semester on a rotating basis.
- Assign mentors to each student after J202 is completed.
  - Students will meet with their mentor after the completion of J335 (midpoint of the curriculum) to discuss and informally assess the student’s portfolio materials.
  - Results and information gathered from the meeting will be used to target at risk students for early intervention measures; intention is to reduce drop-out rate at Junior year.
- Use D2L Quiz Reports & Stats and Analytics tools to pull data from online assessments within ePortfolio
  - Work with CTE to better understand how to use D2L Analytics & ePortfolio
  - Provide data to ACEJMC accreditors as necessary
  - Improve the Journalism curriculum as necessary according to assessment results
- Provide server space for students’ websites in J202
  - Currently websites are placed on siuc.me; owned by faculty member Anita Barrett.
  - Recommend continuing to use this server as long as it is stable/secure and maintained
    - Can this be transferred to SoJ Department ownership?
  - Consider also utilizing the server space at DE as an alternative
  - Maintain students’ websites for 1 semester after graduation
JRNL 202:
- Establish guidelines for initial development of D2L ePortfolios, required for all SoJ students
  - Students will learn how to use D2L ePortfolio in J202
  - Students will understand the significance of their ePortfolio in the larger picture of their program of study and for employment opportunities
- Establish rubrics for assessing each component within J202 (website components)
- Provide students with a checklist of artifact examples to include throughout their course of study
  - Create checklists for each Journalism specialization
- Maintain integrity of the WordPress web development project in J202
  - Add link to WordPress site into ePortfolio as an artifact
  - Encourage students to build their WordPress web development skills throughout their course of study and apply those skills to future projects (creative, campaigns, etc)
  - Could call this project a “professional website” so as not to confuse students between the D2L ePortfolio and the WordPress project

JRNL 201:
- Import diagnostic assessments into D2L courses (writing, grammar, law, ethics)
- Provide class time for students to take diagnostic assessments
- Provide instructions for students to upload their diagnostic assessments into D2L ePortfolio

JRNL 406:
- Develop a detailed rubric to assess campaign presentations

JRNL 407:
- Import post-tests into D2L ePortfolio (writing, grammar, law, ethics)
- Provide class time for students to take post-tests
- Develop a detailed rubric to assess term papers
  - Use Dr. Lowry’s basic rubric as an outline
  - Provide more detailed levels of achievement (ie, what does an “excellent” paper look like in comparison with an “unacceptable” paper?)
  - Use rubric stats to determine which areas of writing students are showing deficiencies at completion of the curriculum
  - Adjust courses as necessary to provide students more opportunities develop writing skills in deficient areas

JRNL 434:
- Import post-tests into D2L ePortfolio (writing, grammar, law, ethics)
- Provide class time for students to take post-tests
Provide instructions for students to upload their diagnostic assessments into D2L ePortfolio

All Upper Level JRNL Courses:
- Require students to place artifacts from projects completed in each course into their D2L ePortfolios, according to the checklist of artifacts
  - This can be done even if instructors don’t use D2L
    - All SoJ instructors will have to activate their courses in D2L each semester
    - SoJ will provide instructors with instructions for students to place artifacts into D2L ePortfolio
  - Could utilize Teaching Assistants to ensure artifacts are placed into D2LePortfolio
  - Could place artifacts only from courses with Teaching Assistants to ease burden on faculty
- Place emphasis on the importance and benefits of quality portfolio artifacts
- Ideally, students would not only add artifacts from each course, but also seek to improve their portfolio as a whole throughout their program of study. This improvement process should include:
  - Correcting artifacts through feedback from instructors in all upper level courses
  - Written reflections on each artifact
  - Revision of the visual elements and layout of the student’s website

Faculty Supervising Civic Engagement Activities (Development Grant Pending):
- Assess artifacts from both University-sponsored and external civic engagement activities
  - Rubric will be developed for holistic, transparent assessment
- Encourage students to add artifacts from civic engagement activities into their ePortfolios

Advisement:
- Review portfolio artifacts with students during advisement appointments each semester as necessary
- Encourage students to include artifacts from their civic engagement activities in their portfolios
  - Supplement Dr. Lemish’s work with the AACP grant (pending approval)
- Provide students and faculty with a Senior Portfolio Assessment Checklist
  - Possibly integrate Portfolio checklist with the course completion checklist
- Review Senior Portfolio Assessment Checklist with students in their final year of study
- Reinforce the importance of quality portfolios for competitive employment positions
- Remind students that their WordPress website will remain on SoJ server for 1 semester following their graduation
Provide administration with a list of students who completed J202 and who have graduated each semester for portfolio assessment purposes

Why Use D2L ePortfolio?

Readily available
- Specific to the D2L user; everyone with a D2L login already has an ePortfolio
- Students can add artifacts submitted into D2L dropboxes directly into their ePortfolio
- Students share their ePortfolio with anyone, internal and external to SIU
- Students can export the contents of their ePortfolio for portability after graduation

Provides a platform for transparent assessment
- Incorporates peer feedback as well as instructor feedback into the assessment process
- Rubrics can be added to any artifact for assessment

Designed to support Accreditation
- Tracks student achievement data based on ACEJMC core competencies
- Can also integrate the online diagnostic tests (Writing, Grammar, Law, Ethics) into ePortfolio for total holistic assessment of student achievement
- Analysis of this data will provide evidence of student achievement

Supported by the Center for Teaching Excellence
- CTE is currently developing ePortfolio workshops for faculty
- CTE has access to D2L consultants & support staff
- SoJ can work directly with CTE to build a sound assessment program around ePortfolio
- SoJ can work directly with CTE to use D2L Analytics to pull data from any specific artifact, course, or holistically across the curriculum, based on students’ ePortfolios
Example Senior Portfolio Assessment Checklist: Advertising

Name: ___________________________________________     Dawg Tag: _____________________________
Date Reviewed: ____________________________________    Reviewed by: ___________________________

Professional Materials

- Resume / Curriculum Vitae
- Cover Letter
- Professional References
- Personal References
- Letters of Recommendation
- List of Awards / Recognition

Coursework

JRNL 201: Writing Across Platforms
- Student’s best writing sample
- Grammar Diagnostic
- Writing Diagnostic
- Ethics Diagnostic
- Law Diagnostic

JRNL 202: Creativity Across Platforms
- WordPress Website, including blog
- Audio Sample
- Video Sample
- Image Editing Sample

(etc, include all coursework)

Civic Engagement Activities
- SIU Sponsored Projects (DE, UNleashed, etc)
- External Projects (internships, undergrad assistantships, etc)
Example of ePortfolio Integration into Journalism Curriculum (Advertising)

Spring 2013:
- **J201:** Student takes diagnostic assessments in grammar, writing, ethics and law. Student places diagnostic assessments into their D2L ePortfolio.
- **Advisement:** Student and advisor review the course completion checklist and portfolio assessment checklist to ensure all required artifacts are present in the student’s ePortfolio.

Fall 2013:
- **J202:** Student develops portfolio artifacts to include WordPress website, learns purpose and significance of developing a high quality portfolio, and understands that ePortfolio will be a central element in completing the Journalism curriculum.
- **Advisement:** Student and advisor review the course completion checklist and portfolio assessment checklist to ensure all required artifacts are present in the student’s ePortfolio.
- **Journalism Faculty:** Student’s portfolio is assessed by designated faculty members. Portfolio assessment data is retained for comparison with post-graduation.

Spring & Fall 2014:
- **All Courses:** Student continues work on the curriculum of their chosen Journalism specialization. Artifacts developed in courses such as J434, J303, J335, etc. are placed into the student’s D2L ePortfolio as courses require.
- **Advisement:** Student and advisor review the course completion checklist and portfolio assessment checklist to ensure all required artifacts are present in the student’s ePortfolio.
- **Mentor:** Student and mentor meet to discuss and informally assess the student’s portfolio materials. Issues / problems identified by the student and/or mentor are addressed and early intervention applied if necessary.

Spring & Fall 2015:
- **J406 & 407:** Student completes capstone courses. Post-tests in grammar, writing, law & ethics, as well as the required term paper and Campaign materials are placed into the student’s ePortfolio.
- **Advisement:** Student and advisor conduct final review of the course completion checklist and portfolio assessment checklist prior to graduation. Student is provided with feedback from advisor on artifacts that could be improved and the value of those artifacts to potential employment opportunities.
- **Journalism Faculty:** Student’s portfolio is assessed by designated faculty members after student has completed the curriculum requirements.

Appendix 7 – Advertising assessments
This course requires the development by student teams of a complete written integrated marketing communications campaign applying the knowledge and skills learned in all the previous sequence courses to a specific, real world marketing communications situation, and presentation of the campaign proposal to faculty and/or client representatives.

**Written Communications Skills: Plans Book**

**Research and Analytical Skills**

1. Gather relevant secondary, and if appropriate, primary research on the market, competition or product or service.

2. Analyze data, interpret and identify communications problems, the strengths, weaknesses, opportunities and threats.

3. Summarize conclusions and present a marketing communications solution to identified problems demonstrating research and analytical skills, organizational skills, and clear and concise written communication ability.

**Applied Skills in Creative Problem Solving**

1. Develop a creative strategy and theme based on the above.

2. Develop complete IMC campaign utilizing all elements.

3. Develop creative examples of advertisements for the campaign.

4. Develop creative examples of all sales promotion materials.

5. Develop creative examples of all new media and direct marketing materials.

6. Develop creative examples of marketing public relations materials, if appropriate to case.

7. Develop rationale for all the above elements included in the final campaign.

8. Develop complete media plan and flow chart.

9. Develop complete sales promotion plan and flow chart.

10. Develop complete direct marketing plan and flow chart.
11. Develop complete marketing public relations plan and flow chart.

12. Develop complete budget allocation by element, media, and timing for a one-year period.

13. Demonstrate effective business writing ability by creating a brief summary including the highlights, rationale, and solution presented in the campaign.

**Oral Communication Skills: Presentation**

1. Condense situation analysis into brief summary of identified problems/solutions.
2. Present and explain all creative materials involved.
3. Present summary of total media plan and budget allocation.
4. Demonstrate enthusiasm, case knowledge, persuasive oral communications ability, and professionalism of presentation.
5. Demonstrate ability to make effective professional presentations before a group of invited advertising faculty or external evaluators.
6. Demonstrate ability of individuals to work together in teams to achieve a common goal.

**Outcomes**

1. Student teams will prepare and present a total integrated marketing communications campaign and achieve a level of acceptability of 70%.

2. All students will demonstrate a general knowledge of all aspects of an integrated marketing communications campaign.

3. Each student will demonstrate an ability to work in a team environment effectively and contribute to the total campaign.

4. Each student will demonstrate an ability to make effective professional presentations in a real world situation to clients.

**Processes**

1. Students are given a detailed syllabus at the beginning of the term, including the evaluation sheets and items to be evaluated for the Plans Book and the Presentation (See attached). These are discussed in detail.

2. Examples of excellent books from previous classes are reviewed and discussed, and available throughout the term.
3. The parameters of the study are presented to the class as a whole and discussed in detail. One class session (of 2) per week includes the entire class to discuss changes, problems, or confusion in direction, conflicting information, or clarification of specific areas.

4. Each team meets with the professor on a weekly basis to discuss specific problems and questions of the team. Drafts of each section are submitted for review and revision. This provides continuous feedback to the teams on their progress and performance.

5. Previous team presentations are reviewed with the entire class on videotape prior to the scheduled presentations.

6. Teams continue to meet weekly with the professor during the development of their presentations.

**Measures**

1. Teams are provided with a schedule at the beginning of the term. Revisions can be made with professor's approval, but progress is monitored throughout to insure completion on schedule. Teams receive weekly feedback on performance. At the end of the term, they receive a copy of the Plans Book Evaluation, and Presentation Evaluation with comments and scores for each section. The final presentations of teams are also reviewed on videotape and critiqued.

2. Individual student knowledge is monitored throughout the term by the professor in the weekly team meetings, and by attendance, quizzes and exams. At the end of the final presentation, a Question and Answer session is used to evaluate individual knowledge as well.

3. To access individual team member’s performance and contribution, each member is asked to evaluate the other members of the team on several points. (See attached "Peer Evaluation" forms.) A file is kept on each individual by the professor.

4. The final plans book of each of the team members will be upload it in the D2l eportfolio to evaluate based on the set created rubric- to assess if the student is meeting the expectations and standards required for graduating.

5. The majority of students interested in pursuing a career in marketing communications indicate they include the plans book in their portfolios and at interviews. Those graduates currently in the fields have indicated that it was a positive and impressive element in their interviews for entry-level jobs.
Feedback

1. The faculty (particularly advertising faculty) usually attends the final presentations to show support and observe the results of the team effort. The question and answer sessions allow for direct measure of knowledge and interpretation of the case. Attendees often include the director, other related departments' faculty, and occasionally, the dean.

2. Plans books and CDs of the presentations are kept on file by the professors, and are available for review by any faculty.

3. The strongest evidence of the use of this feedback for this course by current faculty was the official change of the advertising sequence to advertising/IMC, effective 1997-98. All faculty agreed to revise courses to include the broader definition of "advertising" reflected in the capstone course.
Overall Appearance, Impression of Book
Executive Summary
Situational Analysis
Budget
Advertising
Media
Sales Promotion
Direct Marketing
Conclusion

**PLANS BOOK**

<table>
<thead>
<tr>
<th>Plans Book</th>
<th>06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>06</td>
</tr>
<tr>
<td>Situation Analysis</td>
<td>24</td>
</tr>
<tr>
<td>Budget</td>
<td>12</td>
</tr>
<tr>
<td>Creative</td>
<td>30</td>
</tr>
<tr>
<td>Media</td>
<td>12</td>
</tr>
<tr>
<td>Sales Promotion</td>
<td>12</td>
</tr>
<tr>
<td>Public Relations/Dir. Marketing</td>
<td>12</td>
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<tr>
<td>Overall</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>(120) 120</td>
</tr>
</tbody>
</table>

**Presentation**

| Situations Overview | 10 |
| Ad Executions | 25 |
| Sales Promotion, Direct Marketing | 20 |
| Media Plan | 10 |
| Overall Presentation | 15 |
| Total | 80 |
We appreciate the help of our outside advertising professionals. Most of the evaluation criteria below are suggested by our accrediting agency, the Accrediting Council for Education in Journalism and Mass Communication. Please read each campaign book and then give your evaluation on the various criteria. You may also give additional comments on the back of page 2. Thanks for your help.

(SIUC School of Journalism Advertising Faculty)

Name of campaign team or book: 

Date or semester of campaign: 

(Circle terms below.)

1. The campaign is free of legal problems.
   Strongly Disagree Disagree Neutral Agree Strongly Agree

2. The campaign is free of ethical problems.
   Strongly Disagree Disagree Neutral Agree Strongly Agree

3. The book demonstrates good primary research techniques---e.g., focus groups and/or surveys.
   Strongly Disagree Disagree Neutral Agree Strongly Agree

4. The book demonstrates good secondary research techniques---e.g., library research and Internet research.
   Strongly Disagree Disagree Neutral Agree Strongly Agree

5. The book demonstrates good use of the concept of specific audience targeting/segmentation.
   Strongly Disagree Disagree Neutral Agree Strongly Agree

6. The overall book demonstrates good visual design principles.
   Strongly Disagree Disagree Neutral Agree Strongly Agree

7. The advertisements in the book demonstrate good visual design principles.
   Strongly Disagree Disagree Neutral Agree Strongly Agree

8. The copy in the advertisements in the book has good motivational sales appeal to it.
   Strongly Disagree Disagree Neutral Agree Strongly Agree

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
</table>

10. The tables/charts in the book demonstrate good visual communication of numerical data.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>


<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>

12. The book demonstrates the ability to write correctly and clearly in forms and styles appropriate for advertising.

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<tr>
<th>Strongly Agree</th>
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<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>

13. The media and budget sections of the book demonstrate the ability to apply basic numerical and statistical concepts.

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<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>

14. The overall book demonstrates good use of computer technology and appropriate software (for word processing, visual design, number crunching).

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<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>

(Optional: Write other comments on back of this page.)
1. Occasionally, in professional work, members are evaluated anonymously by our colleagues and team members when we do projects. Your task with this form is to evaluate your fellow team members as objectively as you can, keeping in mind that they will also be evaluating you.

2. It would be unlikely that everyone on your team should deserve an “A,” so don’t even bother to suggest this. It would be a rare instance where everyone’s contribution on a team was equal. Your job is to make honest judgments and rank people in terms of their contributions.

Name of the team member you are evaluating: ________________________________

What do you consider to be the strong points of this team member’s contribution to your campaign? (Use back of page, if necessary.)

What do you consider to be the weak points of this team member’s contribution to your campaign? (Use back of page, if necessary.)

Please circle a number grade for this team member for the following qualities:

<table>
<thead>
<tr>
<th>Assessing Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Reliability /Dependability</td>
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<td>2 Leadership/Initiative</td>
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<tr>
<td>3 Creativity</td>
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<tr>
<td>4 Willingness to jump in and volunteer to do various tasks</td>
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<td>5 Attention to details) including Spelling and grammar</td>
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<td>6 Paying his/her share of necessary team expenses (S)</td>
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<tr>
<td>7 If you were grading this team Member in terms of overall contribution, what overall grade would you give</td>
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Assessment Plan
JRNL 407—Social Issues and Advertising/IMC

======================================================

Course Background

Social Issues and Advertising/Integrated Marketing Communication is a senior-level course dealing with social, ethical, economic, and legal issues affecting the profession. Most of the Advertising/IMC courses are considered "professional" or "applied" courses. JRNL 407 is different in that it is the only senior-level advertising/IMC "academic" or "scholarly" course our students are required to take.

Assessment Mechanism

The largest single component of JRNL 407 is the term paper, which is defined in the course syllabus as follows:

Scholarly research paper---a detailed analysis of a specific advertising topic selected by the student, and approved by the instructor. Extensive library research will be necessary. Paper must be typed double-spaced using APA style. Copies of all quoted or paraphrased sources (books, articles, etc.) must be included with the paper. These copies should be properly labeled and should be in alphabetic order. Papers must be submitted in duplicate (i.e., an original plus one copy). Papers on topics not approved by the instructor in advance will not be read and will receive a grade of zero. Minimum number of sources: 20. At least 50% of all sources used must be scholarly sources. Length: 20-25 pages of actual text, with no penalty if you go over 25 pages.

Learning Objectives

1. Students will learn to write a clear statement of a scholarly research topic.

2. Students will learn to justify the importance of a scholarly research topic in terms of theoretical significance, social significance, and methodological significance.

3. Students will learn to write scholarly definitions of important terms and concepts. These definitions should be based upon the relevant scholarly literature.

4. Students will learn to demonstrate a clear relationship between their chosen topics and the relevant body of theory or research pertaining to those topics---i.e., that their topics are logical extensions of prior studies.
5. Students will learn to conduct a thorough search of the relevant body of scholarly research literature pertaining to their chosen topics. Search procedures will include both manual searches and from databases.

6. Students will learn to conduct secondary and primary research, demonstrate scholarly analysis, synthesis, and inductive/deductive reasoning in discussing their research topics and drawing conclusions.

7. Students will learn to use scholarly writing organization styles described in the Publication Manual of the American Psychological Association.

8. Students will write their papers using standard, college-level English---i.e., correct spelling, grammar, and clarity of expression.

9. Students will provide copies of all documentary sources used in the paper so that the instructor can check for plagiarism and accuracy of citations.

**Assessment Instrument**

The primary assessment instrument is on the next page. This instrument is given to students about two months in advance, and every point on it is explained in detail. Students are also provided with copies of "A" papers from prior semesters, so that they can see exactly what is required to write a successful paper. The assessment instrument, in its various forms, has been successfully field tested for more than a decade.
TERM PAPER EVALUATION FORM

Social Issues and Advertising
Prof. Katherine Frith & Dr. Kavita Karan

<table>
<thead>
<tr>
<th>Possible Score</th>
<th>Your Score</th>
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<tbody>
<tr>
<td>10</td>
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**TOTAL**

200

Other comments:
Assessment Criteria

On the individual level, a score of 140 points (70%) is the minimum score that is considered satisfactory on the term paper assignment. On the course level, it is expected that 80 percent of the students will pass with scores of 70 percent or higher.

Data Analysis and Feedback

When the individual row-by-row item scores of all the students are entered in a spreadsheet program at end of each semester, and summed from left to right rather than from top to bottom, this will provide diagnostic information concerning strengths and weaknesses of the nine items on the assessment instrument. Items that are weak will then be given more emphasis in subsequent semesters, e.g., more in-class examples, more lecture emphasis, or specialized reading assignments dealing with the particular items that were weak.
How Term Paper Evaluation in JRNL 407 aligns with ACEJMC values

**Think Critically, Conduct Research, Write Clearly, Self-critical evaluation for grammar, Apply technology**

**Quantitative Measures of Learning Demonstrated in Term Paper Assignment (50% of the entire course grade)**

All term papers are double-graded, first by an experienced graduate assistant and then by the course instructor. The tests are measured against nine criteria that include five ACEJMC values. The Evaluation column is figured as a percentage.

<table>
<thead>
<tr>
<th>Assignment Criterion</th>
<th>Evaluation</th>
<th>Corresponding ACEJMC Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clear statement of research topic</td>
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<tr>
<td>2. Justification of topic importance</td>
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<td>---</td>
</tr>
<tr>
<td>3. Definition of important terms and concepts</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. Relationship of topic to previous theory and/or research is made clear</td>
<td>7. Conduct research and evaluate information by methods appropriate to the communication professions in which they work</td>
<td>7. Conduct research and evaluate information by methods appropriate to the communication professions in which they work</td>
</tr>
<tr>
<td>5. Thoroughness of library research</td>
<td>7. Conduct research and evaluate information by methods appropriate to the communication professions in which they work</td>
<td>7. Conduct research and evaluate information by methods appropriate to the communication professions in which they work</td>
</tr>
<tr>
<td>6. Appropriateness and clarity of your scholarly</td>
<td>6. Think critically, creatively and</td>
<td>6. Think critically, creatively and</td>
</tr>
</tbody>
</table>

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analysis applied to the independently
research topic

7. Conduct research and evaluate information by methods appropriate to the communication professions in which they work
9. Critically evaluate their own work and that of others for accuracy, fairness, clarity

<table>
<thead>
<tr>
<th>7. Organization of paper and use of appropriate scholarly style</th>
<th>8. Write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve</th>
</tr>
</thead>
</table>

8. Appropriate college-level use of the English language
9. Critically evaluate their own work for . . . grammatical correctness

9. Copies of documentary sources properly identified and included in alphabetic order in folder
---
SPONSOR’S FINAL EVALUATION OF INTERN

Thank you for sponsoring a student intern from SIUC’s College of Mass Communication and Media Arts. This form serves as a comprehensive evaluation of the intern’s progress at the end of the internship. This form must be received before your intern’s grade for the internship can be recorded. Please complete the form and return it by mail, email, or fax no later than (Date ___________)

Krissi Geary-Boehm, Coordinator of Internships and Placement
College of Mass Communication and Media Arts, Dean’s Office, Mailcode 6606
Southern Illinois University Carbondale
Carbondale, Illinois, 62901
Phone: 618-453-8637 Fax: 618-453-7714 Email: kgeary@siu.edu

Sponsoring Internship Site: ________________________________________________

Evaluator: ______________________________________________________________

Position: _______________________________________________________________

Intern’s Name: __________________________________________________________

Intern’s Department or Work Area: ________________________________________

Approximately how many hours did the student intern work during the internship?

________________________________________________________________________

Please rate the intern’s performance in each of the following areas:
PROFESSIONAL COMPETENCE:

When the student began the internship, did he/she possess the necessary skills expected from interns?

[ ] Yes [ ] Only to a limited extent [ ] Needed some help in the beginning [ ] Definitely deficient

Comments: ________________________________________________________________

GENERAL TECHNICAL SKILLS AND KNOWLEDGE:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td>Job knowledge</td>
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<tr>
<td>Adaptability to varying positions</td>
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<tr>
<td>Quantity of work</td>
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<tr>
<td>Quality of work</td>
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<tr>
<td>Attention to detail</td>
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<td>Thoroughness of work assigned</td>
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<tr>
<td>Accuracy</td>
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<tr>
<td>Critical thinking skills</td>
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<td>Completion of assignments on time</td>
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<tr>
<td>Evidence of development and progress</td>
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Comments: ________________________________________________________________

COMMUNICATION RELATED SKILLS:

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<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>Written communication</td>
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<td>Oral communication</td>
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<td>Listening skills</td>
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<td>Communication/relationship with supervisors</td>
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<td>Communication/relationship with co-workers</td>
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<tr>
<td>Followed instructions</td>
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<td>Asked questions (if need arose)</td>
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Cooperated with others
Interaction with clients
Reactions to criticism

Comments: ______________________________________________________________
________________________________________________________________________

NON-TECHNICAL SKILLS:

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<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
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<tr>
<td>Motivation/enthusiasm</td>
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<td>Initiative/self-reliance</td>
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<td>Dependability</td>
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<td>Attendance/punctuality</td>
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<td>Creativity/imagination</td>
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<td>Willingness to learn new tasks</td>
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<td>Assertiveness</td>
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<td>Judgment</td>
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<td>Professional/appropriate dress</td>
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<td>and appearance</td>
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<td>Overall attitude</td>
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</table>

Comments: ______________________________________________________________
________________________________________________________________________

OVERALL RATING OF INTERN:

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<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>Overall rating of intern</td>
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Comments: ______________________________________________________________
________________________________________________________________________

OTHER COMMENTS:

Please include comments on additional areas not covered above that may apply to your company’s internship program:

What did you consider the intern’s major strengths?

What did you consider the intern’s weaknesses?
What specific suggestions do you have for the intern’s improvement?

________________________________________________________________________

Were future opportunities discussed with the intern?

_______ No

_______ Yes, intern was advised to keep in touch for possible opportunities

_______ Yes, intern was invited to do another internship

_______ Yes, intern was offered a job

________________________________________________________________________

Evaluator’s Signature

Date

Thank you again for providing this opportunity for our student. We hope you will be a Studies Program internship sponsor again next year.
Appendix 10–School of Journalism Academic Advising Survey

Please take a few minutes to respond to this survey. Circle your answer to the following statements with “5” meaning “strongly agree” and “1” meaning “strongly disagree”.

❖ Usually able to make appointment with adviser within few days of contacting them?

   1  2  3  4  5

❖ The time my adviser and I allow for advising appointments is adequate?

   1  2  3  4  5

❖ My adviser helps me understand the academic requirements for my major?

   1  2  3  4  5

❖ My adviser helps me clarify my academic goals?

   1  2  3  4  5

❖ My adviser is knowledgeable about career options and graduate schools for my major?

   1  2  3  4  5

Please describe what you find most useful about the School of Journalism academic advising service and what, if any, improvements you would like to see made in the future.
- Usually able to make appointment with adviser within few days of contacting them?
  
  Agree (responded 4 or 5): 92%
  Moderate or neutral (responded 3): 6%
  Disagree (responded 1 or 2): 2%

- The time my adviser and I allow for advising appointments is adequate?

  Agree (responded 4 or 5): 95%
  Moderate or neutral (responded 3): 5%
  Disagree (responded 1 or 2): 0%

- My adviser helps me understand the academic requirements for my major?

  Agree (responded 4 or 5): 95%
  Moderate or neutral (responded 3): 3%
  Disagree (responded 1 or 2): 2%

- My adviser helps me clarify my academic goals?

  Agree (responded 4 or 5): 92%
  Moderate or neutral (responded 3): 6%
  Disagree (responded 1 or 2): 2%

- My adviser is knowledgeable about career options and graduate schools for my major?

  Agree (responded 4 or 5): 87%
  Moderate or neutral (responded 3): 11%
  Disagree (responded 1 or 2): 2%