

Incorporating Suggestions from 2005 Assessment Report Review

We carefully followed suggestions from your assessment report reviews in preparing this year's reports.

First, we revised goals so they are consistent and reflect student learning in both the undergraduate and graduate assessments.

Second, we explained more clearly how actions followed from findings, aligned survey results and content analysis data, dealt more clearly in the undergraduate report with criteria for selecting student papers, and streamlined the plan.

Third, we explained how the survey data fit into undergraduate assessment goals, clarified how graduate focus groups helped with outcome assessment, touched on the issue of benchmarks, and integrated data with recommendations more clearly. Multiple methods were employed again.

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**Assessment Report of the Undergraduate Program in the
School of Communication: 2005-2006**

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Introduction

Communication scholars are fond of noting that you cannot understand the effects of communication unless you appreciate the processes by which people communicate. Researchers frequently emphasize the dynamics of the human communication process. Interestingly enough, the same mantra guides assessment. Academic assessment puts a premium on process – that is, on building assessment into the day-to-day business of course development. Academic assessors emphasize that there should be a dialectical, give-and-take relationship among overarching goals that guide assessment, findings, feedback from assessment, changes in curricular content, and even revision of goals in light of information learned from the overall evaluation.

Mindful of some of the commonalities between the fields of communication and assessment, the School of Communication Assessment Committee and Director embarked upon a multi-faceted evaluation of the undergraduate program. The report that follows reflects faculty synthesis of goals, outcomes, findings, and strategies for change.

Goals

The goals of the undergraduate program are to ensure that students: (1) understand basic processes of communication; (2) are conversant in basic research methods commonly utilized in communication and understand how to apply them in various contexts; (3) display a theoretical understanding of communication; and (4) demonstrate satisfactory knowledge of applied communication skills needed for entry into relevant career fields.

The goals were developed by the Undergraduate Committee, under the guidance of the Undergraduate Director, in 2002. They were extensively discussed and approved

by the entire faculty. Goals were subsequently approved by the University Assessment Committee prior to the first assessment. These goals were discussed and reaffirmed at the August, 2004 faculty retreat. The goals collectively reflect the faculty's commitment to teaching students the social scientific underpinnings of communication – concepts that shed light on the nature of communication and methods for determining what is true. They also display a commitment to complementing social science coursework with career-relevant training in journalism, communication management, and media arts and technology. The goals have remained the same over the course of the past two years of faculty discussions.

Outcomes

Outcomes are derived from goals. As program evaluators have noted, outcomes can be thought of as operational objectives that can be measured empirically. In our case, there are four outcomes that correspond to each of the aforementioned goals. Outcomes consist of: (1) demonstrated student mastery of basic communication processes; (2) documented knowledge of, and basic competence in, the application of commonly-used communication research methods; (3) documented theoretical understanding of communication processes; and (4) documented applied communication skills (i.e., news and public relations writing; application of communication management principles; film and digital media production; application of media studies principles). Student exams and papers completed in Communication 101 (Principles of Communication) address the first outcome listed above (demonstrated mastery of basic communication processes). Major exams and papers from Communication 303 (Communication Inquiry) address the second outcome (competence in communication research methodologies). Upper-level

capstone courses address the third and fourth outcomes pertaining to theoretical understanding and development of career-related skills. By aggregating student materials in these ways, we are able to make judgments about the extent to which the program fulfills program goals.

Program outcomes were crafted at the same time as goals were developed, in 2002. They have been reaffirmed at School faculty meetings. After the considerable discussion of assessment that followed a committee report, faculty reaffirmed the outcomes, arguing that they continue to reflect the School's emphasis on social science education and skills training. The process by which goals and outcomes were adopted was democratic in that it involved all faculty and deliberative, with the focus on faculty discussion, debate, and revision.

Research Methods

Undergraduate program assessment is coordinated by the director of the School of Communication and directors of the three School divisions. The School Director asked one division director to lead this year's assessment, and this individual, in concert with the Director, requested Communication 101 exams, Communication 303 papers, and capstone papers throughout the fall and spring semesters. Directors of the School divisions reviewed capstone courses from their respective divisions, and a director who has long taught the methods course reviewed materials from this course. In addition, two other data-gathering efforts occurred last year: a detailed analysis of Communication 101 content and a survey of 110 students who took the internship course. With assessment calling on diverse faculty expertise in different areas of the School, the process was thorough and broad-based.

The 2005-2006 assessment has two major components: (a) analysis of Communication 101, Communication 303, and capstone papers by a faculty team; (b) two surveys of graduating seniors to assess their perceptions of program strengths and areas in need of improvement. Each offers a different window on assessment. Content analysis of materials provides an indication of the extent to which student work measures up to program goals. Survey data offer bottom-up evidence of student satisfaction and perceptions. It is important to note that student satisfaction cannot logically or pedagogically prove that the program is achieving stated goals. This is achieved by faculty analysis of student work. By the same token, if we focus only on faculty evaluations we miss the bottom-up reactions of those we hope to teach. One would not expect students to love every outcome measure, particularly those assessing challenging academic goals. Yet if students are deeply dissatisfied with the curriculum, we are doing something wrong somewhere. Student survey data provide two pieces of information. First, they tell us how those we seek to educate experience our program. Second, they suggest ways to better connect program goals to our core constituents: students.

Analysis of student work. Faculty evaluators assessed student performance by employing a coding scheme the faculty developed in 2002. Exams and papers were evaluated on a 3-point scale (exemplary, satisfactory, or marginal/unsatisfactory). As an example, the criteria for assessing student knowledge of communication research methods appear below:

Exemplary: Demonstrates a clear understanding of relevant social science methodologies used in communication research projects. Such methodologies include surveys, basic statistical analysis, qualitative analysis, experimental

design, and others. Demonstrates a clear understanding of how research methods can be applied in the design of studies, the collection of data, and the analysis of data.

Satisfactory: Demonstrates a basic understanding of relevant social science methodologies and when and how to apply the methodologies in research design, data collection, and data analysis.

Unacceptable/unsatisfactory: Demonstrates a lack of understanding of social science methodologies and how to apply them in the design of studies, the collection of data, and the analysis of data.

Student material validly tapped the exams/papers from the courses in question. A voluminous number of tests and papers from Com 101 and Com 303 courses constituted the population for review of outcomes #1 and 2. Papers from capstone courses in all three divisions taught in fall and spring semester were read by division directors. Papers were categorized as to whether they fell into one of the three areas described above, with evaluators making certain that they read enough papers in each category to render a clear judgment.

The instruments used to assess student performance in communication classes were the same as those used last year. The survey used to assess students' perceptions and satisfaction was the same as last year's. Methodologies were thus qualitative and quantitative and assessed outcomes at a variety of points in time.

Findings

Outcome #1: Students demonstrate mastery of basic communication processes.

Review of Student Work in Com 101 to Assess Outcome #1

Student papers completed in Communication 101 are relatively thorough in the subject matters covered and in exploration of interpersonal, organizational, and mass communication. “Exemplary” papers showed excellent understanding of concepts and an ability to communicate these clearly. “Satisfactory” papers dealt competently with concepts, but lacked the depth of understanding of exemplary papers. “Unsatisfactory” papers were noteworthy for poor grammar and writing.

In general, the review of student work found that students showed satisfactory understanding of social scientific concepts in papers that focused on interpersonal, organizational, and media issues. Thus, the principles course in the curriculum successfully meets its objective, helping students grasp concepts, communication processes, and principles.

Some papers, as on an interpersonal topic (initiating relationships), showed exemplary application of communication concepts such as communication apprehension and networking. These papers were noteworthy for the quality of reasoning, abstract understanding, and good writing. Satisfactory papers showed good understanding of concepts, but could be marred by writing problems. A minority of papers were poorly written, showcasing a problem that should be discussed by instructors of the course.

Outcome #2: Students demonstrate knowledge of, and competence in, the application of commonly-used communication research methods.

Review of Student Work in Com 303 to Assess Outcome #2

The Communication Inquiry (COM 303) course is one of the two core requirement courses for all majors in the School. From this course, our students are

expected to train themselves and learn how to conduct systematic inquiry into subjects of communication processes quantitatively and qualitatively. In the view of the assessment team, the students taking the course have a clear understanding of relevant social science methods used in communication research. This was evident in their performances on written assignments, exams, quizzes and final projects, as shown through a set of random samples.

First, students gained a clear understanding of a wide range of common social science research methods including survey, experimentation, content analysis and various qualitative methods. Students' learning is not biased toward any single method. The breadth of knowledge is demonstrated in materials collected in every session.

Second, students demonstrated a clear grasp of basic concepts central to these methods. Their understanding is reflected in the exams and quizzes, which consist of multiple testing formats including multiple-choice questions, short answers, fill-in-the-blanks, matching exercise, and true/false questions.

Third, students demonstrated skills in researching and consuming professional and scholarly literature. Such skills are reflected in their library research assignments and research papers. Students are able to utilize both traditional print sources and state-of-the-art electronic research databases, and locate research materials from different sources.

Fourth, students demonstrated a clear understanding of research ethics. Such understanding is displayed in their research papers. For instance, students disclosed ethical procedures they followed to treating research participants. Another example is their demonstrated knowledge about properly citing sources in their research reports.

With these observations, the assessment team was convinced that this foundation course in our school program successfully serves its objective for our students' future endeavor—from academic training to professional career and discriminating consumer of information.

Outcome #3: Students demonstrate a theoretical understanding of communication processes.

Review of Student Work in Capstones to Assess Outcome #3

This portion of the assessment is based on materials from Communication Management (CMGT) capstone courses.

A variety of capstone courses are available to students completing a general communication degree. A review of a sample of papers across these courses revealed variability among these courses. While some papers were “exemplary,” most were “satisfactory,” and a notable few were “unsatisfactory.”

The “exemplary” papers were well-written and showed depth and breadth of communication theories. “Satisfactory” papers showed a more cursory understanding, while “unsatisfactory” papers showed a lack of understanding of communication theories. A common thread throughout the “satisfactory” and “unsatisfactory” papers was generally poor sentence construction and organization, poor grammar and poor spelling. While the “satisfactory” papers were better written than those considered “unsatisfactory,” they were noticeably not comparable to the “exemplary” papers.

These findings were supported in a review of exams across capstone courses. Again, those with “exemplary” writing skills fared best on the short answer test questions. “Satisfactory” and “unsatisfactory” answers were characterized by a lack of

depth regarding theoretic frameworks and the ability to clearly articulate differences among different theories. The “satisfactory” answers could be distinguished from those considered “unsatisfactory” by the level of students’ ability to answer the questions in a more cogent manner.

There seems to be a difference in the caliber of papers depending on the size of the class. Obviously, the larger classes have more variance in quality. The papers in one class of 10 undergraduates, however, were almost all “exemplary.” Perhaps the most noteworthy change in this year’s CMGT curriculum is COM 475, the capstone course all CMGT majors must take. The first two of the four primary objectives of the course focus on theory: 1) to think critically about global forces shaping the 21st century; and 2) to analyze, through case studies, the role communication plays in human interaction and organizations. Students are required to write a paper based on a research project. A sample of COM 475 papers finds several in the “exemplary” category, while most are considered “satisfactory” Very few could be considered “unsatisfactory. In general, an understanding of communication theory and writing was of a higher caliber compared to the papers reviewed in other capstone courses.

Turning to the Media Arts and Technology (MAT) capstones, we conclude that students in capstone courses for the MAT Division demonstrated an exemplary understanding of the major processes and mass communication theories relevant to message production in the relevant context. Eighty percent of students were exemplary in their demonstration of theory and technical knowledge for final applications, up from 62 percent in the previous assessment period. Twenty percent were satisfactory, down from 31% in the previous assessment data.

Outcome #4: Students demonstrate applied communication skills.

Review of Student Work in Capstones to Assess Outcome #4

The **Journalism and Promotional Communication Division** offered two capstone courses during the school year: COM 455 (Communication Campaigns) and COM 427 (Laboratory Newspaper II).

The Communication Campaign course has traditionally been tilted toward advertising campaigns as evident in the choice of the main text, *Advertising, Promotion, and Supplemental Aspects of Integrated Marketing Communication*. Though advertising is a relevant subject in the course, it nevertheless is only one sub-area of the subject. Critically missing in the syllabus is the sub-area of political campaign and public information campaign. The course needs to broaden the scope of its subject by choosing other relevant textbooks and restructuring it by including both theoretical (social, cultural, and political agendas) and practical (hands-on experience with campaign development) aspects of communication campaigns. These issues are being addressed to at the moment and will be implemented next year. In the Fall 2006 semester, the instructors have decided to adopt two new texts—*Political Campaign Communication* and *Social Marketing*—that are indicative of the ongoing in-house assessment of the course.

The Laboratory Newspaper II course is where journalism majors apply concepts and practices in news reporting and writing to a capstone experience. The laboratory newspaper issues of the year exhibit an uneven quality—some reasonable, some others weak in quality and still some others definitely sub-par. To some extent, this uneven quality is attributable to the introduction and experimentation of a new design software

package and a new assignment system of rotating responsibilities. It is true that students learn through trials and errors or through mistakes they commit. Yet they need to be professionally supervised for maximal benefits of capstone experience. The instructors involved have already assessed the situation and are in the process of strengthening the course in both conceptual and practical terms. This corrective step being taken is another example of the division's ongoing assessment of its curriculum. With this corrective measure, students in this course in the future are expected to learn and experience that newspapering is as much a conceptual and theoretic endeavor as it is a hands-on skills performance.

In the **Media Arts and Technology** capstone, students demonstrated applied communication skills and application of theories as they developed and produced programs from concept through execution. While this year's students demonstrated successful planning and design (as did last assessment period's group), these students were more successful in applying their learned theories and skill sets to their finished programs.

Exams that were selected for review from capstone courses in **Communication Management** showed that most students were able to correctly apply what they had learned in the classroom and would fit the category of "satisfactory"; a notable portion were "exemplary" and a few were "unsatisfactory." Application projects included applying theories and concepts to videos, interviews with people in the field, class simulations, team case studies, and individual and group presentations. As a specific example, students completed a team case study in team groups that required them to develop and present an intervention plan, a very ambitious assignment. A review of

various “exemplary” papers revealed papers noteworthy for their depth of information, including a description of the organization and team, their interview with the organization’s leader, and the team assessment, literature review and presentation of their data (i.e., graphs). ”Satisfactory” papers showed less detailed information and did not fully meet the assignment criteria..

Regarding COM 475, the capstone course in the major, the final two objectives are to provide guidelines for pursuit of a career and/or further study in communication; and to complete a senior capstone project, the presentation of which will allow students to demonstrate written and public communication skills. Students presented their projects in class, and School of Communication faculty members were invited to attend. In this case, students undertook individual projects and had to show how they conceptualized and applied their projects.

Based on the review discussed above, most students in capstone courses are at the “satisfactory” level with a notable group at the “exemplary” level. This is true both for understanding and applying theories across a variety of ambitious assignments. However, one concern for all but the “exemplary” work is a weakness in writing skills, making it difficult, in some cases, to be certain of student’s level of knowledge. Faculty should continue challenging students with ambitious individual and team projects that allow them to showcase their understanding of all aspects of communication and faculty should continue to be encouraged to attend final presentations.

Findings from Student Surveys

In this section we discuss results from two student surveys conducted in Fall, 2005 (n=20) and Spring, 2006 (n=52). Surveys were completed by students graduating in

the fall and spring semesters. A total of 72 students completed surveys, which tapped perceptions of different aspects of undergraduate coursework. Perceptions were assessed on 1-5 scales, with 5 indicating the most positive response.

Students perceived the program was effective in broadening their intellectual interests (M=4.42), helping them appreciate diverse points of view (M=4.52) and teaching them to respect different points of view (M=4.61). This suggests that the first outcome – students demonstrating mastery of basic communication processes – was, at least in students’ eyes, attained over the course of last year. The second outcome concerned demonstrated knowledge and competence in research methods. Respondents indicated they appreciated research methods (M=3.97). As noted below, this does not indicate competence in understanding research methods -- an ability better tapped by the analysis of Com 303 materials.

The third outcome is demonstrated theoretical understanding of communication processes. Students indicated the program is effective in helping them understand communication principles (M=4.53) and in understanding communication theories (M=4.35). The fourth outcome concerns demonstrated applied communication skills. Respondents indicated they felt more comfortable speaking in public (M=4.2), using communication technology effectively (M=4.12) and writing clearly (M=4.4). Of course, this does not mean that students actually have achieved these outcomes (see earlier content analysis of student work). The results simply indicate that students believe they are learning about communication concepts, methods, and applications, and they have favorable impressions of what they have learned. As noted on page 5, one would hope students would be satisfied with the majority of their courses, even hard ones; the survey

data must be taken in concert with the more objective analysis of student work to obtain a complete understanding of undergraduate student performance.

Auxiliary survey questions probed other student beliefs about the undergraduate program. Students reported being highly satisfied with their communication classes (M=4.98), conversations with professors (M=4.66) and their overall education in the School (M=4.34). They gave above average scores to advising (M=3.64), career counseling (M=3.2), preparation for jobs (M=3.42). **Importantly, the scores on these questions were substantially higher than last year.** Last year's assessment reported that students gave advising a 3.18, career counseling a 2.86 and preparation for jobs 3.09. It is likely that changes in School advising and in the internship program led to improvements in these scores.

It is also noteworthy that students gave the undergraduate program relatively high ratings on key outcome measures. Open-ended questions about the program and professors provided more confirmation, as students literally sang the praises of many faculty members.

Review

The assessment procedure was systematic and broad-based. Division directors (who are elected by faculty in their respective divisions) coordinated assessment. Results of the student surveys and assessment were shared with the faculty at the annual faculty retreat, where assessment was assigned a prominent place in the agenda, and at faculty meetings in the 2005-2006 year. A representative group of faculty conducted an evaluation of Com 101, in line with directives from last year's assessment. Students were consulted as participants in both the fall and spring surveys. The School Curriculum

Committee, with representatives from School divisions and the graduate program, coordinated efforts to implement recommendations from the assessment, recommendations that were then fed back to the faculty for discussion and approval.

Reviews took place at the end of the fall and, in particular, the spring semester. Materials were gathered throughout the year. As an example, last year's assessment recommended a systematic study of Com 101. The School Curriculum Committee discussed this, a committee to conduct the study was chosen at a faculty meeting, the committee did its work (more of which below), and its recommendations were approved at a faculty meeting in the winter. This lays the groundwork for future action, which will come up this year.

Actions

A. Advising

The 2004-2005 assessment recommended that advising be placed on the faculty agenda, in the wake of the state's approval of three new undergraduate majors. In light of student dissatisfaction with advising, as reported in last year's assessment survey, advising was deemed an issue worthy of discussion and remediation.

Action Taken: As a result of faculty discussion, advising was streamlined and strengthened. A list of faculty adviser's office hours was prominently displayed at the School. This helped defuse student frustration at not being able to locate faculty and it helped increase communication between students and professors. Faculty also worked hard to provide advice on requirements and different aspects of the majors in conversations with students over the course of the year. Bulletin boards listing requirements were placed in the main foyer of the School. Program sheets describing

majors were made available to faculty and students. Four brochures that described each major were developed by the school and the university's marketing office.

B. Communication 101

The first four recommendations of last year's assessment concerned Communication 101, the introductory principles course required for the four majors. The 2004-2005 report recommended that faculty explore the course to see if it represents the full range of perspectives offered in the School. In addition, the report recommended more in-depth exploration of Com 101 to determine whether it brought students into the major and if non-majors perform significantly worse in the course than majors.

Action Taken: A three-faculty member assessment team content analyzed Communication 101 materials to provide data-based answers to concerns. (One of the Com 101 instructors also conducted additional analyses to provide further information on Communication 101.) The committee prepared a thorough report summarized below that appears in its entirety in Appendix A. The report suggested directions for future action for the 2006-2007 year. The main conclusions are listed below:

- 1. There is general agreement among Com 101 instructors in how they approached the class.*

When reviewing the objectives, topic relevance for each division, and distribution of hours, we note that there are several similarities across the seven syllabi. For example, all syllabi share the following course objectives: 1) to provide understanding of both theories and practice; 2) to examine the relationship between communication and culture/society, and 3) to explore communication in interpersonal, organizational, and mass contexts. In addition, most (but not all) syllabi showed a general decrease in division-relevant hours

with Communication Management (COM MGT) having the most division-relevant hours, followed by Journalism and Promotional Communication (JPC) and Media Arts and Technology (MAT). Thus, it appears that the syllabi are in line with each other and reflect the personal preference and academic freedom of instructors.

2. *Across the syllabi, the course is reflective of the current course description in the Undergraduate Catalog (i.e., “COM 101 reviews principles of communication and introduces theories applied in various contexts, including interpersonal, organizational, and mass communication. Lab experiences help students develop specific communication skills and apply theories in their everyday lives.”)*

According to the analysis, COM MGT has significantly more hours devoted to division-relevant topics and textbook pages than the other two divisions. This *seems* appropriate, given that two of the three contexts in the course description are included in the COM MGT division. Indeed, when reviewing the course objectives across the seven syllabi, almost all instructors who provided objectives listed interpersonal communication, groups, organizational communication, and mass communication as topics that would be covered. Given these topics, it seems logical that more hours would be devoted to COM MGT.

3. *When compared to the School of Communication’s current configuration, however, the number of classroom hours is unequally distributed among the three divisions.*

If one assumes that 10% of the course would involve cross-division topics, then the other three divisions should share in the remaining 90% equivalently; this is not the case. MAT seems under-represented, as significantly fewer hours were devoted to topics relevant to that division than the other two divisions. Similarly, comparatively fewer textbook pages

were devoted to Journalism and Promotional Communication topics than the other two divisions.

4. *Based on the syllabi alone, it is not clear that communication and new technology is getting due attention, given its dynamic and seemingly ubiquitous nature.*

This conclusion is tentative at best, as it is difficult to determine if this topic is being interwoven with other topics, as opposed to receiving separate attention. In addition, the current textbook does have one chapter devoted to the World Wide Web and the Internet. The latest edition of the Dobkin & Pace (2006) textbook has also increased attention to the role of technology in our lives. If these updates have been included in the most recent edition of the course's hybrid textbook, then perhaps this topic has been adequately addressed.

5. *No significant trends appeared in comparisons of majors and non-majors.* About 20% of students taking the course last year were majors, and nearly 80% were non-majors. However, it is likely that many of the latter will major in communication, but have not declared their major as yet. There is no appreciable difference between the average grade received by majors (81.2, B-) and non-majors (77.3, C+). Despite the admirable gathering of survey information, the data do not permit us to say whether the course is attracting new students to the program, is serving as a "feeder" for prospective students into one of the four majors, or if students are in the early phases of their career in the School, as would be desired. About 40% of students who attend CSU are transfer students. This means that many of the students taking Com 101 are juniors and seniors, thereby complicating the effort to get clear answers to these questions.

Summary. The committee's report served as research-based action. The committee found instructors approached the class in similar ways. Com 101 accurately reflects the course description which does focus more on one division (Communication Management) than others. There are fewer hours allocated to Media Arts and Technology topics and fewer textbook pages devoted to Journalism and Promotional Communication. These empirically-based conclusions are valuable. They indicate there are divisional-based differences in the content of the course, but they do not address the issue of whether this is something that should be ameliorated or left alone. This is an issue requiring discussion next year (see Recommendations below).

C. Internships

The 2004-2005 report recommended that faculty pay greater attention to perceptions of career counseling and internships.

Action Taken: Advising, which can focus on career issues, was beefed up last year, and the internship director devoted much time to career counseling. These steps seem to have improved student ratings of advising and career counseling, as noted earlier. In order to provide detailed information on internship and career counseling, the internship director also conducted an assessment of student attitudes toward these issues. One hundred and ten students who took the internship course from 2003 to 2005 completed questionnaires. The report appears in Appendix B.

The results revealed that substantially more students are taking the course now than in the earlier periods. Internships have greatly expanded, with health communication and health public relations internships available at Fairview Hospital and the Cleveland Clinic Patient Advocacy Office, an arts internship at the Cleveland Opera, and a mediation

internship now available with the Cuyahoga County Ombudsperson. In addition, a Cleveland State student was selected for the first time as a recipient of the Cleveland Foundation internship. There were about 18 students taking the internship course each semester of last year.

The survey found that the modal internship was in advertising and public relations. It also listed communication courses that students thought best prepared them for internships (media writing and public relations). Students also reported that the internship director succeeded in providing a considerable amount of career guidance. Reflecting on the revised aspects of the course, 69% of students indicated that preparing an updated resume and portfolio were extremely useful. Students were positive – though less so -- about the written internship report, with 49% saying it was extremely or moderately useful. Open-ended comments from 2005-2006 interns were very positive (see Appendix B). This, coupled with positive faculty comments and the more rigorous requirements for the internship course, indicate that the restructured internship experience has improved the quality of School internships.

Recommendations for Action

- (1) Faculty should revisit the breadth of Com 101. The survey shows instructors are teaching the course in line with the course description. Should the emphasis of the course be revised so content from the other divisions receives more play, or is the present orientation acceptable? New ideas for teaching the course, upgrading student writing, and using it as a vehicle to attract majors should be discussed.

- (2) Divisions should: (a) review capstones to see if they are appropriately rigorous; (b) explore whether benchmarks should be employed to determine whether students have satisfactorily completed a capstone; (c) where appropriate, examine the number of hours required to complete each sequence in an effort to determine whether the number of hours required is excessive or just right; and (d) consider whether students in a divisional or communication major could be assigned to a particular faculty adviser.
- (3) The faculty should discuss ways of integrating career advising into a curriculum focused on academic issues. This concern comes up in both closed-ended survey items and open-ended student comments. Although the undergraduate program is appropriately focused on academic issues, it is also situated in an urban context and is geared to students who want to apply communication methods and techniques in their jobs. For example, can strategies be developed to more effectively communicate career training and opportunities? Can links among theory, training, and the real world be built into courses on a more systematic basis? Can student clubs work more conscientiously on this? In a related vein on the topic of internships, faculty should give consideration to suggestions offered by students to improve the internship course.
- (4) In light of writing problems noted in some 101 and capstone papers, faculty should discuss whether steps should be taken to systemically address student writing. Preliminary options include making it clear that

part of students' grade on written assignments will be based on the quality of their writing, encouraging students to take advantage of the CSU Writing Center, and even reconsidering prerequisites for capstone courses that could give students more practice in writing before taking their capstone courses.

Appendix A
COM 101 Review: Preliminary Results
Prepared by John Ban, Katheryn Maguire, and Sukki Yoon

During the 2004-2005 school year, the Undergraduate Assessment Committee performed a comprehensive review of the undergraduate program, including COM 101: Principles of Communication. While the Assessment Committee believed that COM 101 “is relatively thorough” in its coverage of interpersonal, organizational, and mass communication, the committee also felt that the course may have under-explored some areas. In response to the Committee’s recommendation that “the content of COM 101 be explored systemically so that the course fairly represents the range of perspectives in the field,” an ad-hoc committee was formed, comprised of a representative from each division: John Ban (Media Arts & Technology), Katheryn Maguire (Communication Management), and Sukki Yoon (Journalism & Promotional Communication). The goal of this committee was to determine if the course reflects (a) the breadth of the Communication discipline, (b) the School of Communication in its current configuration, and (c) current theory and research, given the importance of new communication technologies.

To accomplish this goal, the committee collected and analyzed all of the COM 101 syllabi stored in MU 233 ($n = 7$) as well as the textbook currently used in the class. The committee also attempted to collect exams from instructors who have taught the class, as the Assessment Committee felt that the Fall 2004 final exam did not reflect the “vastness of mass communication;” however, only two instructors responded to the request. As a result, it was not possible to reach any conclusions about the exams that would cut across instructors.

Method

To evaluate the syllabi, the committee attempted to examine whether the assigned topic for each class meeting was relevant or irrelevant to each division (i.e., COM, JPC, MAT) (see Table 1).¹ When the topic was deemed division-relevant, a point was given to the division, but when the topic was deemed not division-relevant, no point was given (i.e., relevant = 1, irrelevant = 0). The coding scheme was not mutually exclusive. That is, for a given week, a narrow class topic (e.g., Advertising) was regarded as division-specific and thus only one appropriate division (JPC) received the point (COM = 0, JPC = 1, MAT = 0), yet a broad class topic (e.g., Communication & Social Science) was regarded as non-division-specific and all three divisions received the points (COM = 1, JPC = 1, MAT = 1). The total number of class hours allocated to each division-specific topic was

¹ COM = Communication Management, JPC = Journalism and Promotional Communication, MAT = Media Arts and Technology

computed for each syllabus, and were averaged across the seven sample syllabi (see Table 2).

To evaluate the textbook, the committee followed a similar procedure to determine whether or not a particular chapter was relevant to each division (see Table 3). The textbook is a hybrid of four different textbooks: 9 chapters from *Communication in a Changing World* by Dobkin & Pace (2003), 8 chapters from *The Dynamics of Mass Communication Media in the Digital Age* by Dominick (2005), 1 chapter from *Communicating Effectively* by Hybels & Weaver (2004), and 1 chapter from *Human Communication* by Pearson, Nelson, Titsworth, & Harter (2003).

Results

Syllabi: A one-way repeated measure ANOVA revealed a significant difference between divisions, $F(2, 12) = 15.35, p < .01$ (see Figure 1). Three sets of planned pairwise comparison showed that the difference between COM ($M = 14.86$ hrs.) and JPC ($M = 12.86$ hrs.) was marginally significant, $F(1, 6) = 4.20, p = .09$, yet the difference between COM ($M = 14.86$ hrs.) and MAT ($M = 9.86$ hrs.), $F(1, 6) = 18.90, p < .01$ and the difference between JPC ($M = 12.86$ hrs.) and MAT ($M = 9.86$ hrs.) were significant, $F(1, 6) = 23.86, p < .01$. The difference between JPC and MAT may not be statistically meaningful, but it appears that less amount of class times were devoted to MAT-relevant topics than COM-relevant and JPC-relevant topics.

Textbook: It was determined that pages 1-88 (chapters 1 - 3 from Dobkin & Pace) appeared to represent cross-divisional topics; pages 89-266 and pages 518-590 (chapters 4 – 9 from Dobkin & Pace, chapter 9 from Hybels et al., chapter 10 from Pearson) appeared to represent the Communication Management and General Communication degrees; pages 292-351 (chapters 1 and 18 from Dominick) appeared to represent both MAT and JPC; pages 448-512 (chapters 12 - 14 from Dominick) appeared to represent JPC; and pages 352-423 (chapters 9 – 11 from Dominick) appeared to represent MAT (see Figure 2). Thus, the assessment of the book represents a slightly different result than the assessment of the syllabi, but the same general trend, with most pages relevant to COM, followed by MAT and JPC.

Conclusions

From this preliminary review of COM 101, we reached the following four conclusions:

5. *There is general agreement among the 7 instructors in how they approached the class.*

When reviewing the objectives, topic relevance for each division, and distribution of hours, we note that there are several similarities across the seven syllabi. For example, all syllabi share the following course objectives: 1) to provide understanding of both theories and practice; 2) to examine the relationship between communication and culture/society, and 3) to explore communication in interpersonal, organizational, and mass contexts (see Table 4). In addition, most (but not all) syllabi showed a general decrease in division-relevant hours with COM having the most division-relevant hours, followed by JPC and

MAT. Thus, it appears that the syllabi are in line with each other, and reflect the personal preference and academic freedom of instructors.

6. *Across the 7 syllabi, the course is reflective of the current course description in the Undergraduate Catalog (i.e., “COM 101 reviews principles of communication and introduces theories applied in various contexts, including interpersonal, organizational, and mass communication. Lab experiences help students develop specific communication skills and apply theories in their everyday lives.”).*

According to the analysis, COM has significantly more hours devoted to division-relevant topics and textbook pages than the other two divisions. This *seems* appropriate, given that two of the three contexts in the course description are included in the COM division. Indeed, when reviewing the course objectives across the seven syllabi, almost all instructors who provided objectives listed interpersonal communication, groups, organizational communication, and mass communication as topics that would be covered. Given these topics, it seems logical that more hours would be devoted to COM.

7. *When compared to the School of Communication’s current configuration, however, the number of classroom hours is unequally distributed among the three divisions.*

If one assumes that 10% of the course would involve cross-division topics, then the other three divisions should share in the remaining 90% equivalently; this is not the case. MAT seems under-represented, as significantly less hours were devoted to topics relevant to that division than the other two divisions. Similarly, comparatively fewer textbook pages were devoted to JPC topics than the other two divisions.

8. *Based on the syllabi alone, it is not clear that Communication and New Technology is getting due attention, given its dynamic and seemingly ubiquitous nature.*

This conclusion is tentative at best, as it is difficult to determine if this topic is being interwoven with other topics, as opposed to receiving separate attention. In addition, the current textbook does have one chapter devoted to the World Wide Web and the Internet. The latest edition of the Dobkin & Pace (2006) textbook has also increased attention to the role of technology in our lives. If these updates have been included in the most recent edition of the course’s hybrid textbook, then perhaps this topic has been adequately addressed.

Recommendations

Given the conclusions offered in this report and the complex nature of our School, it is difficult to offer any recommendations for the course. Changes to the course would depend on a number of factors, such as the School’s overall goals for the course (e.g., as a recruitment tool, as a general survey of the field, and/or as a preparation tool for more advanced coursework) and the academic freedom of the instructor.

1. If the primary goal of the course is to recruit students into particular divisions, then changes may need to be considered (NOTE: It is uncertain if the imbalances noted earlier are reflected in the actual enrollment numbers of each division). For example, each division could submit specific course objectives and/or textbook chapters that represent their major(s). The instructor-of-record could add his/her own objectives as well, and teach the course as he/she wishes. The course could also be team taught on

a rotational basis, with instructors from each division teaching division-relevant topics.

2. If the primary goal of the course is to provide a foundation for students as they pursue their coursework, then the course needs to be assessed in light of the divisions' other required courses. For example, in addition to COM 101 and COM 303, JPC also requires all of its majors to take COM 225 (Media Writing) and COM 226 (Mass Media and Society); MAT requires COM 226 and COM 131 (Media Mystery Tour). Perhaps COM 225, 226, and 131 provide students in MAT and JPC with the additional foundation needed for upper division coursework. COM does not require any other lower-division courses in addition to 101 and 303.
3. If, as the course description says, the goal of the course is to introduce students to the field of communication (defined as interpersonal, organizational, and mass communication), then no further action needs to be taken.

Table 1: Topics of Overlap Across Divisions and of Uniqueness within Divisions

Divisions	Topics
COM, JPC, & MAT	Comm & social science, Comm research & theory, Self-concept, Perception, Models of comm., What is comm., Theory, Paradigms, Process of comm., Social influence & socialization, Comm. & decision making process, Comm functions/processes
COM & JPC	Trait approach, Assessment of traits, Persuasion
COM & MAT	None
JPC & MAT	History of mass comm., Mass media context, Introduction to mass, Mass & other forms, Social effects, Movies & TV, Entertainment mass media, Future of media
COM	Initiating relationships & attraction, Intrapersonal comm, Self-disclosure, Attribution theory & pillow method, Verbal comm./language, Active listening, Relational interpersonal comm., Organizational comm., Rhetoric, Verbal behavior, Nonverbal behavior, Listening & responding, Conflict, Language & meaning
JPC	Radio, Journalism, PR, Advertising, Television, Diffusion of innovation, Social effects of mass media, News gathering, Media news, Strategic comm., TV system/ratings
MAT	Film, Internet & technologies, Film assessment, Motion pictures, Internet

Table 2: Number of Division-Relevant Class Hours

Syllabus	COM	JPC	MAT
1	15 hrs	14 hrs	12 hrs
2	12	7	6
3	16	15	13

4	8	8	6
5	15	16	11
6	19	13	10
7	19	17	11
Mean	14.86	12.86	9.86

Table 3: Chapter Titles

Dobkin-Pace

- Chapter 1: Understanding the Process of Communication
- Chapter 1: Constructing Self through Communication
- Chapter 1: Perceiving and Communicating with Others
- Chapter 1: Listening and Responding to Others
- Chapter 1: Understanding and Shaping the World through Verbal Communication
- Chapter 1: Appreciating and using Nonverbal Communication
- Chapter 1: Communicating in Interpersonal Relationships
- Chapter 1: Building Common Ground in Interpersonal Relationships
- Chapter 1: Communicating in Groups

Dominick

Chapter 1: Communication: Mass and Other Forms

Chapter 1: Social Effects of Mass Communication

Chapter 1: Motion Pictures

Chapter 1: Television

Chapter 1: The Internet and the World Wide Web

Chapter 1: News Gathering and Reporting

Chapter 1: Public Relations

Chapter 1: Advertising

Hybels et al.

Chapter 1: Communicating at Work (Job Interviewing)

Pearson

Chapter 10: Communicating at Work (Organizational)

Table 4: Course Objectives for COM 101 Across Syllabi

Syllabus 1

1. Recognize concepts and theories
2. Demonstrate understanding of theories in IPC, ORG, and MASS
3. Explain how comm. shapes culture and society
4. Improve comm. skills

Syllabus 2

1. Introduce students to the vast world of comm.
2. Demonstrate understanding of IPC; group; organizational; mass
3. Offer opportunities for theory and practice
4. Explore communication, society and values

Syllabus 3: No objectives given**Syllabus 4**

1. Introduce students to the vast world of comm.
2. Demonstrate understanding of IPC; group; organizational; mass
3. Offer opportunities for theory and practice
4. Explore communication, society and values

Syllabus 5

1. Introduce students to the vast world of comm.
2. Demonstrate understanding of IPC; group; organizational; mass
3. Offer opportunities for theory and practice
4. Explore communication, society and values

Syllabus 6

1. Introduce students to the field of communication
2. Demonstrate understanding of IPC; group; organizational; mass
3. Offer opportunities for theory and practice
4. Develop personal skills, create and send messages, listen; provide feedback; manage comm. barriers; develop good relationships, perceptions, conflict
5. Explore media influences
6. Examine careers in comm.

Syllabus 7

1. Introduce students to the vast world of comm.
 2. Demonstrate understanding of IPC; group; organizational; mass
 3. Offer opportunities for theory and practice
 4. Explore communication, society and values
-

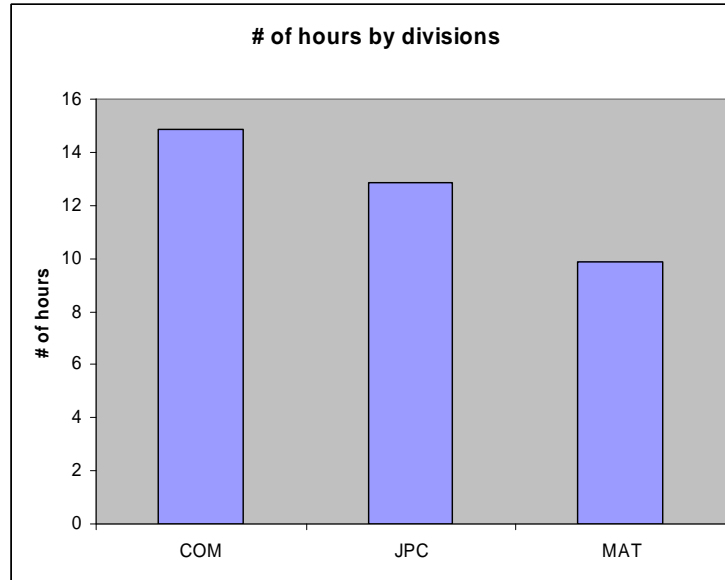


Figure 1: Syllabus Analysis

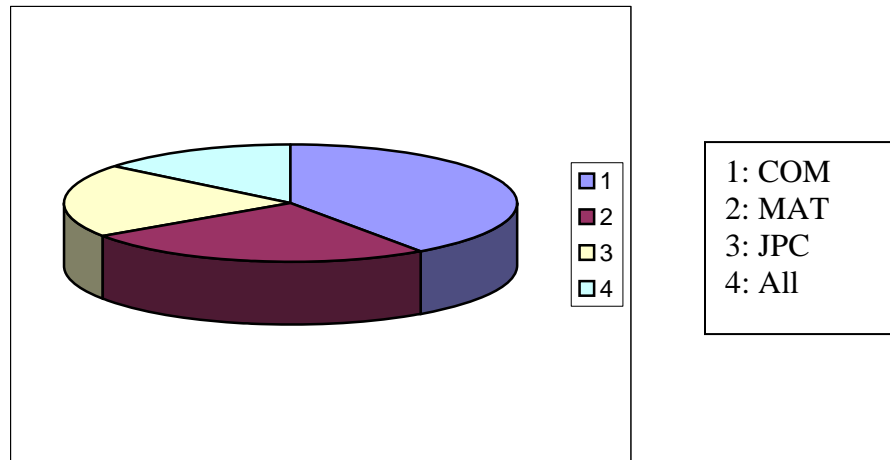


Figure 2: Textbook Analysis

Appendix B
Internship Student Survey

2003 – 2004 Interns	2005 – 2006 Interns
Number of Responses 2003-2004 Interns: 5 out of 33 Response Rate: 15%	Number of Responses 2004-2006 Interns: 36 out of 77 Response Rate: 47%
Single Internship: 0% Multiple Internships: 100% COM 490 58% CSC 300 8% CSC 400 0% Unofficial 33%	Single Internship: 39% Multiple Internships: 61% COM 490 70% CSC 300 11% CSC 400 4% Unofficial 15%
Top Sources used to find internships 1. Bulletin Board on 2 nd floor MU (3) 2. Networking with family and friends (3) 3. Networking co-workers or previous internships (3) 4. COM Faculty (2) 5. Company websites (2)	Top Sources used to find internships 1. School Internship Director (22) 2. CSUCareerline (15) 3. Bulletin Board (13) 4. Networking with family or friends (13) 5. Career Services Coordinator (12) 6. COM Faculty (10)
Resume preparedness Very well prepared 20% Well prepared 60% Somewhat prepared 20%	Resume preparedness Very well prepared 32% Well prepared 48% Somewhat prepared 20%
Top resources used for resume assistance 1. Sample resumes (2) 2. On-line template (2) 3. COM Faculty Advisor (2)	Top resources used for resume assistance 1. Samples resumes (22) 2. School Internship Director (17) 3. Career Services Coordinator (14) 4. COM Class assignment (12) 5. COM Faculty Advisor (10)
Interviewing preparedness Very well prepared 0% Well prepared 60% Somewhat prepared 40% Not at all prepared 0%	Interviewing preparedness Very well prepared 22% Well prepared 32% Somewhat prepared 39% Not at all prepared 7%
Top Sources used to prepare for interviews 1. Practiced with family or friends (3) 2. COM Class assignment (3) 3. Career Services Coordinator (3)	Top Sources used to prepare for interviews 1. Practiced with family or friends (16) 2. COM Class assignment (12) 3. Career Services Coordinator (5) Mock Interview/Career Services (5)
Portfolio, Writing Samples, Videotape Very well prepared 20% Well prepared 20% Somewhat prepared 60% Not at all prepared 0%	Portfolio, Writing Samples, Videotape Very well prepared 16% Well prepared 29% Somewhat prepared 32% Not at all prepared 9%

Not required	0%	Not required	13%
Top sources used to prepare portfolio, etc.		Top sources used to prepare portfolio, etc.	
1. COM class assignment (3) 2. Workshop: professional association (1) 3. Workshop: School of Communication (1)		1. School Internship Director (14) 2. COM class assignment (12) 3. Career Services Coordinator (12) 4. Workshop: School of Communication (5) 5. Workshop: professional association (3)	
COM courses prepared for internship(s)		COM courses prepared for internship(s)	
Very well prepared me	25%	Well prepared me	48%
Well prepared me	25%	Somewhat prepared me	32%
Somewhat prepared me	25%	Very well prepared me	19%
Did not prepare me	25%	Did not prepare me	0%
COM course(s) which most prepared intern		COM course(s) which most prepared intern	
COM 101 (1) School COM 346/448 (1) Communication Mgt. COM 352 (1) Media Arts & Technology COM 357 (1) Journalism & Prom. Com. COM 426/427 (1) Journalism & Prom. Com. COM 447 (1) Journalism & Prom. Com.		COM 225 (6) Journalism & Promotional Com. COM 357 (6) Journalism & Promotional Com. COM 101 (5) School COM 204 (3) Media Arts and Technology COM 242 (3) Communication Management COM 360 (3) Journalism & Promotional Com. COM 211 (2) Communication Management COM 328 (2) Journalism & Promotional Com. COM 347 (2) Journalism & Promotional Com. COM 350 (2) Journalism & Promotional Com. COM 352 (2) Media Arts and Technology COM 403 (2) Media Arts and Technology COM 425 (2) Journalism & Promotional Com. COM 447 (2) Journalism & Promotional Com. COM 475 (2) Communication Management COM 221 (1) Media Arts and Technology COM 303 (1) School COM 326 (1) Journalism & Promotional Com. COM 327 (1) Media Arts and Technology COM 330 (1) Communication Management COM 331 (1) Communication Management COM 346/448 (1) Communication Mgt. COM 455 (1) Journalism & Promotional Com. COM 446/447 (1) Journalism & Prom. Com. COM 475 (1) Communication Management	
Sequence(s) best describes internship(s)		Sequence(s) best describes internship(s)	
Journalism (2) Public Relations (2) Organizational Communication (2) Relational Communication (1) Advertising (1)		Public Relations (19) Advertising (8) Digital Media (8) Organizational Communication (7) Journalism (5) +Broadcast Journalism (2) Relational Communication (3) Film (2) Media Studies (1)	

	Health Communication (1)
Internship(s) as a learning experience Learned a substantial amount 60% Learned a moderate amount 40% Learned a small amount 0% Learned nothing 0%	Internship(s) as a learning experience Learned a substantial amount 63% Learned a moderate amount 31% Learned a small amount 3% Learned nothing 3%
Impact of Internship on Employment Large (70-100%) impact 60% Medium (30%-60%) impact 40% Small (10%-20%) impact 0% No impact at all 0%	Impact of Internship on Employment Large (70-100%) impact 60% Medium (30%-60%) impact 27% Small (10%-20%) impact 13% No impact at all 0%
Length of time to find professional employment 0 – 1 month 25% 2 – 6 months 25% 7 – 12 months 0% 13-18 months 0% 19-24 months 25% Still looking* 25% *Dec. 2003 Graduate	Length of time to find professional employment 0 – 1 month 31% 2 – 6 months 19% 7 – 12 months 0% 13-18 months 0% 19-24 months 0% Still looking* 50% *Includes 7 May 2006 graduates +1 Dec. 2005 graduate One Dec. 2005 grad is enrolled in Graduate School.
Top sources for career guidance COM Courses (3) Professional Associations (3) COM Student Associations (2) COM Faculty (2) Career Services Coordinator (1)	Top sources for career guidance COM Internship Director (26) COM Faculty (17) COM Courses (17) COM Guest Speakers (17) Career Services Coordinator (15) COM Student Associations (10) Professional Associations (8)
Received career guidance from: Eleanor Dombrowski (3) Rob Spademan (2) Jennifer Kopfman (1) Mike Rand (1) Leo Jeffres (1) Betty Clapp (1) Cheryl Bracken (1)	Received career guidance from: Eleanor Dombrowski (30) Anita Young (22) Betty Clapp (10) Clifford Anthony (9) Ed Horowitz (8) John Ban (7) Rob Spademan (6) Bob Abelman (4) Eileen Berlin Ray (4) Patricia Burant (4) Jennifer Kopfman (4) Jae-won Lee (4) Lee Melius (4) Richard Perloff (4) Gary Pettey (4) Cheryl Bracken (3) Claude File (3) Jill Rudd (3) Sukki Yoon (3)

	<p>David Atkin (2) Tom Bogus (2) Jennifer Eden (2) Mark Fritz (2) Leo Jeffres (2) Mike Rand (2) George Ray (2) Rashelle Baker(1) William Gugliotta (1) Sue Hill (1) Rick Pitchford (1) Jack Powers (1) Craig Sanders (1) Eric Siler (1)</p>																																								
	<p>Internships <u>after</u> Fall 2004 Benefit of:</p> <p>Updated Resume</p> <table data-bbox="824 856 1170 989"> <tr><td>Not at all useful</td><td>0%</td></tr> <tr><td>Somewhat useful</td><td>10%</td></tr> <tr><td>Moderately useful</td><td>21%</td></tr> <tr><td>Extremely useful</td><td>69%</td></tr> </table> <p>Portfolio</p> <table data-bbox="824 1052 1170 1184"> <tr><td>Not at all useful</td><td>0%</td></tr> <tr><td>Somewhat useful</td><td>14%</td></tr> <tr><td>Moderately useful</td><td>17%</td></tr> <tr><td>Extremely useful</td><td>69%</td></tr> </table> <p>Mock Interview</p> <table data-bbox="824 1247 1170 1379"> <tr><td>Not at all useful</td><td>0%</td></tr> <tr><td>Somewhat useful</td><td>17%</td></tr> <tr><td>Moderately useful</td><td>33%</td></tr> <tr><td>Extremely useful</td><td>50%</td></tr> </table> <p>Written Internship Report</p> <table data-bbox="824 1442 1170 1575"> <tr><td>Not at all useful</td><td>10%</td></tr> <tr><td>Somewhat useful</td><td>41%</td></tr> <tr><td>Moderately useful</td><td>21%</td></tr> <tr><td>Extremely useful</td><td>28%</td></tr> </table> <p>Internship Presentation</p> <table data-bbox="824 1638 1170 1770"> <tr><td>Not at all useful</td><td>20%</td></tr> <tr><td>Somewhat useful</td><td>40%</td></tr> <tr><td>Moderately useful</td><td>20%</td></tr> <tr><td>Extremely useful</td><td>0%</td></tr> </table>	Not at all useful	0%	Somewhat useful	10%	Moderately useful	21%	Extremely useful	69%	Not at all useful	0%	Somewhat useful	14%	Moderately useful	17%	Extremely useful	69%	Not at all useful	0%	Somewhat useful	17%	Moderately useful	33%	Extremely useful	50%	Not at all useful	10%	Somewhat useful	41%	Moderately useful	21%	Extremely useful	28%	Not at all useful	20%	Somewhat useful	40%	Moderately useful	20%	Extremely useful	0%
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Extremely useful	0%																																								

Since Communication changed from a Department to a School, what changes (positive or negative) have you noticed in the Internship Program?

2003 – 2004 Interns:

No responses.

2005 -2006 Interns:

More structured (good!)

Positive—more seems to be required of students in order to receive credit.

There are higher standards and requirements which allows students to learn more!

More classes for what I want to study and have a concentration in.

I have noticed more information on the internet, more field trips and events.

They let you know through email about new internships. More involved than previous years.

More of a presence.

It has grown and it has a large reach.

The program changed for the better. I think it really needed an overhaul.

Having an Internship Director in the COM department who is willing to help in every way possible. Without Prof. Dombrowski I would have been lost.

Completed internship before that time. I will say that Eleanor Dombrowski is very, very helpful.

I wasn't involved in an Internship before the change from a department to a school.

I was only involved after the change.

Suggestions for Improvement

2003-2004 Interns

Resume workshops, guest speakers, mock interview opportunities

Bring in more professionals.

Mandatory career class

Updated job postings

Make it a first step in how to find a job. CSU needs to emphasize the emotional and mental challenge involved in finding a job.

Require students to take test for leadership certificate--Require students to freelance, get published

I was taught well how to do my job, but not how to get it. We need a Masters in Journalism.

At this time, I believe that the School of Comm has a tremendous program, they just need to ensure that the students are well informed about the programs and services offered.

2005-2006 Interns

Have a mandatory workshop, class or meeting to discuss career goals, resume, and networking skills.

Offer in-class activities plus the workshops on interviews, resumes/cover letters before senior year.

Have more workshops or sessions with professionals for critiquing. Advertise them better.

Make it more of a requirement to attend some guest speakers or have more come to class.

More workshops

Openly offer and inform us of services.

The services the school offers are great—just need to get the word out to students better on exactly what is being offered.

Place internship board in better place where students can find out about them (common area).

Start early, target students. Don't wait for them to come to you.

Get students to think about it (internship) sooner.

Every class should talk about internships students can apply for in that focus.

Require a sit down meeting with advisor before graduation.
Most professors seem too occupied with their personal agendas than helping students with career guidance.

A CSC course specific to COM majors.
Have a Career Services Center in the COM building.
Require students to sit down one-on-one with Coordinator from Career Services and get a firm game plan.
Make Career Services a requirement for COM 101 students. Similar to the resume assignment and the research paper that familiarizes us with the library.

Prepare for interviews

Make me do some research as to what I need to get a good job in my field.
Help them (students) to realize they get out what they put in—barely any are paid—the company can only go so far to help you learn/get you experience. I don't think a lot of students understand what an internship is for and what they need to do to take the most advantage of them.
Knowing what companies are in the area, whether or not CSU has had interns with them. Students don't know all the possible companies out there—many have never heard of some or knew they were in Cleveland.

Offer students professional networking opportunities
Partner up with companies to do mentor or day programs so students get a peek if they don't have time for full internship.
Assign mentors in possible.

More project work (maybe with actual companies)
More real time projects in the classes.
I would love to learn how to assemble a portfolio in class.
Have more opportunity for students to collect useful sample works for their portfolio.
More options to put items in portfolio
Make portfolios
Help with portfolios.
Once I took PR writing (COM 447) I thought it would help sharpen my skills-but I didn't learn anything. I think PR writing skills should be better thought out and more prepared. I didn't write any pieces in that class.

More hands-on experience.
Need more real life simulation.
Have a class that is run like a real business.

Create a checklist for themselves of what they want to learn or get out of their internships. Afterwards they can go back and see what they accomplished.
Have a checklist for various career fields that will force employers to give interns broader experiences.
A sit down with employer so the employer can tell student good/bad of internship and what they (student) could do to make better.

I think the report, resume, and portfolio are perfect! Anything else becomes stressful and a waste of time.
By the end of the semester you have Finals.
Required weekly updates of the work they complete.

Offer more tech based courses that focus on Apple and PC programs-especially (Adobe) After Effects.

An internship should be required for graduation.
I highly recommend ALL Communication students to participate in an internship before graduating.

Form student union for interns to demand pay.