Part II, Standard 9. Assessment of Learning Outcomes

Please attach the unit’s written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

Executive summary (optional).

The learning goals delineated in the College of Journalism and Communications’ assessment plan closely parallel and expand upon the ACEJMC core values and competencies. Members of the professions participate in the assessment process through portfolio and project assessments, internship evaluations, and formal and informal interaction with students and faculty members on and off campus. Each department in the College has an active Advisory Council consisting of working professionals from the various mass communications professions. The Councils meet on campus twice yearly.

The College's ACEJMC Assessment Plan can be seen in Appendix 9.A. The College's original assessment plan was implemented in 1998. The current plan reflects changes made over the years due to a deepening understanding of assessment, changes made to improve the assessment processes, and incorporation of ACEJMC-specific requirements for assessment. As demonstrated in this report, the College continues to use assessment results to improve both the learning experience for students and the assessment process itself. That is, the College views assessment as a dynamic, iterative process, not a fixed point.

The College’s overall approach to assessment has evolved as expectations for more structured assessment have increased at the university and state level. Since the last Self-Study Report, the College has worked to coordinate and integrate assessment among the various external bodies the College is accountable to--ACEJMC, University of Florida and the state of Florida, and the Southern Association of Colleges and Schools. The result has been meaningful progress toward a more holistic and synergistic effort at assessment with the goal of making assessment data actionable. The university administration also is providing more assessment information to the College, such as its “Student Experience in Research University” survey discussed below.

As stated in the College's plan, assessment related to ACEJMC guidelines is achieved through indirect measures including surveys of current students, graduating seniors, and alumni; feedback from professionals; and student performance in competitions. Direct measures include assessment of performance in capstone courses, portfolios and projects; internship evaluations; and assessment of the Student Learning Outcomes that are part of the Academic Learning Compact for each department and the Division of Graduate Studies.

Results of the fall 2010 and spring 2011 senior exit surveys as well as the summer 2011 alumni survey indicate a high level of student satisfaction with the educational experience in the College. Results show that students strongly believe their education in the College and at the University of Florida helped them understand and develop professional values and competencies. The university’s SERU data also provide compelling evidence about students’ understanding of ACEJMC values and development of competencies as well as their understanding of their specific field and high rating of their overall academic experience.

The College’s Division of Multimedia Properties is an integral part of the College and plays a significant role in the education and professional preparation of students. The
multimedia properties have been recognized for many aspects of professional achievement, often winning awards over stations with entirely professional staffs.

Students in all four departments have achieved a notable level of success in competitions during the past six years. A review of the awards, discussed in detail below, shows that advertising students have won one silver national ADDY, one gold and 16 silver regional ADDYs, and nearly 100 local ADDY awards. In 2009, they won a bronze TELLY award in the International Broadcast Creative Competition. Journalism students have been recognized nationally in the Hearst Competition, having placed as one of the top 10 in the overall national intercollegiate ranking for the last six years, including two first-place awards for writing and a first-place award for photojournalism. They also have been recognized for many awards by the Society of Professional Journalists including first-place honors for editorial writing, sports writing, general news reporting, feature writing, breaking new photography, breaking news reporting, general news photography, photo illustration, and best all-around online student newspaper. Public relations teams have won the Bateman Case Study National Competition, sponsored annually by the Public Relations Student Society of America, more than any other program and finished first in 2011 and received honorable mentions from 2006-2009. In 2010, they took home the first prize in the Communications and Social Awareness category for Solar Decathlon Europe. Telecommunication students continue to win numerous awards in competitions sponsored by Florida Associated Press Broadcasters, SPJ, Broadcast Education Association, and Radio Television Digital News Association. For the Hearst Competition, they have been honored with first place for TV—news (twice) and multimedia.

The College has more than 27,000 alumni and many of our graduates have achieved a high level of distinction. This section presents a sample listing of distinguished alumni from each professional specialty. A complete list of the 116 alumni who have been officially designated as College “Alumni of Distinction” appears in Appendix 9.B and http://www.jou.ufl.edu/alumni/distinction/. The College maintains contact with alumni through its alumni/friends publication, communicator (which is published twice/year); an alumni survey; alumni reunions and other special events for alums; and through UF’s Alumni Association.

Please respond to each of the following instructions:

1. Provide the unit’s definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The goals for learning are listed in the ACEJMC Assessment of Student Learning Plan in Appendix 9.A.

2. Describe the involvement of members of journalism and mass communication professions in the assessment process.

Professionals are highly involved in the assessment process. Each department in the College has an active Advisory Council consisting of distinguished, working professionals with a broad range of experiences. Advisory Council members interact with students and faculty to provide informal assessment feedback on a consistent basis. The Councils meet on campus twice a year, once in the fall semester and once in the spring. Council members meet with students to provide the opportunity for students to (1) interact with professionals on a personal basis; (2) to have their work, portfolios, etc. reviewed by professionals; and (3) learn tips on...
effective interviewing and job searching. These interactions allow professionals to assess the learning of the College’s students for input to the assessment process. Other professionals visiting campus and interacting with students also provide input for assessment. Professional internship supervisors provide internship evaluations. Faculty members also seek and receive feedback at professional meetings and in other interactions with professionals about the performance of alumni already holding professional positions.

**Portfolio/Project Assessments** - Advisory Council members and other professionals review student portfolios and projects each semester. Members of the professions participate in evaluation of student campaign projects, the capstone course for advertising and public relations majors. For ADV 4800 Advertising Campaigns, after students’ presentation and campaign plans have been presented and reviewed, professionals complete a values and competencies rating form for assessment (seen in Appendix 9.C). The Journalism Advisory Council devotes part of its semi-annual meeting to evaluating professional portfolios of graduating seniors. The portfolios are kept on file in the department office for review by any visiting professional.

**Internship Evaluations** - Professionals provide invaluable feedback in evaluations of student internship performance. Internship evaluations are discussed below in Item 3.

**Feedback from Advisory Councils** - Advisory Council members interact directly with students during the twice-yearly council sessions. These include one-on-one sessions in which members review resumes, scripts, tapes, and other portfolio items and discuss the professions during scheduled meetings and forums. Council members also interact with students during lunches and other informal sessions. The evaluation and discussion of portfolios/projects mentioned above is a significant example of how Advisory Council members provide feedback. However, council members report to the faculty regarding the quality of the students’ work in a variety of ways. The Department of Advertising’s professional Advisory Council, for example, has been involved in assessment for many years. Council members report observations resulting from the project evaluations and last year, the Department began a formal process in which council members review course syllabi according to ACEJMC learning objectives and for relevancy and currency.

**Feedback from Other Professionals** - The departments receive feedback from a broad range of professionals during job fairs, Career Day, and other on-campus interview sessions and through contact with faculty members regarding position openings and performance of alumni working in industry positions. Faculty members and professionals interact at professional meetings and during formal and informal trips to various media outlets across the state and nation. Faculty members also interact with alumni working in the professions during college and alumni association functions on campus.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc.

**A. Indirect Measures**

1. **Surveys of Graduating Seniors and Graduate Students**
Near the end of their graduation semester, undergraduate and graduate students are asked to complete an exit survey which includes questions regarding the ACEJMC core values and competencies. Graduates are asked to rate, using a 7-point scale (1—Poor to 7—Excellent), how well their educational experiences helped them understand:

- The principles and laws of freedom of speech and press;
- The history and role of professionals and institutions in shaping your profession (advertising, journalism, public relations, or telecommunication);
- The importance of diversity in your profession in a global society;
- Concepts and theories relevant to your profession;
- Professional ethical principles and work ethically in your profession.

The students also are asked to rate how the College prepared them to:

- Apply the principles and laws of freedom of speech and press and other laws/regulations governing your profession;
- Use concepts and theories relevant to your profession;
- Work ethically in pursuit of truth, accuracy, fairness, and diversity leading to ethical, honest work in your profession.
- Apply standards that lead to communications sensitive to a culturally diverse society;
- Think critically, creatively, and independently;
- Conduct research and evaluate information by appropriate methods;
- Write correctly and clearly in forms and styles appropriate for your profession;
- Apply tools and technologies appropriate for your profession.

The results of graduates’ rating of AEJMC professional values and competencies (Table 9.1) show that undergraduate and graduate students’ ratings are generally strong and fairly consistent across academic years. None of the professional values and competencies was rated below 4, the mid-point of the 7-point scale.

### Table 9-1 Senior Exit and Graduate Student Survey

<table>
<thead>
<tr>
<th>Values and Competencies</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
<th>08-09</th>
<th>09-10</th>
<th>10-11</th>
<th>Total 05-11</th>
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<tbody>
<tr>
<td>1 The principles and laws of freedom of speech and press-Graduate</td>
<td>NA*</td>
<td>5.93</td>
<td>6.19</td>
<td>6.00</td>
<td>4.80</td>
<td>4.83</td>
<td>5.33</td>
<td>5.61</td>
</tr>
<tr>
<td>2 The history and role of professionals and institutions in shaping your profession-Undergraduate</td>
<td>5.49</td>
<td>5.68</td>
<td>5.86</td>
<td>5.58</td>
<td>5.44</td>
<td>5.46</td>
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<td>5.61</td>
</tr>
<tr>
<td></td>
<td>The history and role of professionals and institutions in shaping your profession-Graduate</td>
<td>Undergraduate</td>
<td>NA*</td>
<td>5.67</td>
<td>6.26</td>
<td>5.55</td>
<td>4.76</td>
<td>4.71</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------</td>
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<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>3</td>
<td>The importance of diversity in your profession in a global society-Undergraduate</td>
<td></td>
<td></td>
<td>5.64</td>
<td>5.62</td>
<td>5.78</td>
<td>5.62</td>
<td>5.37</td>
</tr>
<tr>
<td>3</td>
<td>The importance of diversity in your profession in a global society-Graduate</td>
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<td></td>
<td>6.14</td>
<td>6.45</td>
<td>5.55</td>
<td>5.22</td>
<td>3.43</td>
</tr>
<tr>
<td>4</td>
<td>Concepts and theories relevant to your profession-Undergraduate</td>
<td></td>
<td></td>
<td>5.88</td>
<td>6.02</td>
<td>6.17</td>
<td>6.12</td>
<td>5.91</td>
</tr>
<tr>
<td>4</td>
<td>Concepts and theories relevant to your profession-Graduate</td>
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<td>5.93</td>
<td>6.38</td>
<td>5.83</td>
<td>5.78</td>
<td>5.00</td>
</tr>
<tr>
<td>5</td>
<td>Professional ethical principles and work ethically in your profession-Undergraduate</td>
<td></td>
<td></td>
<td>6.01</td>
<td>6.27</td>
<td>6.23</td>
<td>6.20</td>
<td>6.23</td>
</tr>
<tr>
<td>5</td>
<td>Professional ethical principles and work ethically in your profession-Graduate</td>
<td>NA*</td>
<td></td>
<td>6.07</td>
<td>6.24</td>
<td>6.17</td>
<td>5.61</td>
<td>4.86</td>
</tr>
<tr>
<td>6</td>
<td>Apply the principles and laws of freedom of speech and press and other laws/regulations governing your profession-Undergraduate</td>
<td></td>
<td></td>
<td>5.76</td>
<td>5.91</td>
<td>6.17</td>
<td>5.88</td>
<td>5.73</td>
</tr>
<tr>
<td>6</td>
<td>Apply the principles and laws of freedom of speech and press and other laws/regulations governing your profession-Graduate</td>
<td>NA*</td>
<td></td>
<td>5.50</td>
<td>6.21</td>
<td>5.44</td>
<td>5.21</td>
<td>4.33</td>
</tr>
<tr>
<td>7</td>
<td>Use concepts and theories relevant to your profession-Undergraduate</td>
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<td></td>
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<td>5.80</td>
<td>6.17</td>
<td>5.93</td>
<td>5.90</td>
</tr>
<tr>
<td>7</td>
<td>Use concepts and theories relevant to your profession-Graduate</td>
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<td></td>
<td>5.80</td>
<td>6.05</td>
<td>5.45</td>
<td>5.39</td>
<td>4.14</td>
</tr>
<tr>
<td>8</td>
<td>Work ethically in pursuit of truth, accuracy, and diversity leading to ethical, honest work in your profession-Undergraduate</td>
<td></td>
<td></td>
<td>6.09</td>
<td>6.27</td>
<td>6.38</td>
<td>6.18</td>
<td>6.24</td>
</tr>
<tr>
<td>8</td>
<td>Work ethically in pursuit of truth, accuracy, and diversity leading to ethical, honest work in your profession-Graduate</td>
<td>NA*</td>
<td></td>
<td>6.13</td>
<td>6.39</td>
<td>6.09</td>
<td>5.78</td>
<td>4.83</td>
</tr>
<tr>
<td></td>
<td>Apply standards that lead to communications sensitive to a culturally diverse society - Undergraduate</td>
<td>5.74</td>
<td>5.86</td>
<td>6.11</td>
<td>5.87</td>
<td>5.77</td>
<td>5.80</td>
<td>5.87</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------</td>
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<td>------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>Apply standards that lead to communications sensitive to a culturally diverse society - Graduate</td>
<td>NA*</td>
<td>5.64</td>
<td>6.22</td>
<td>6.22</td>
<td>5.39</td>
<td>3.86</td>
<td>6.67</td>
</tr>
<tr>
<td>9</td>
<td>Think critically, creatively and independently - Undergraduate</td>
<td>6.16</td>
<td>6.18</td>
<td>6.46</td>
<td>6.19</td>
<td>6.17</td>
<td>6.19</td>
<td>6.02</td>
</tr>
<tr>
<td>10</td>
<td>Think critically, creatively and independently - Graduate</td>
<td>NA*</td>
<td>6.27</td>
<td>6.05</td>
<td>6.27</td>
<td>5.67</td>
<td>5.43</td>
<td>5.67</td>
</tr>
<tr>
<td>10</td>
<td>Conduct research and evaluate information by appropriate methods - Undergraduate</td>
<td>5.76</td>
<td>5.69</td>
<td>6.11</td>
<td>5.80</td>
<td>5.71</td>
<td>5.73</td>
<td>5.60</td>
</tr>
<tr>
<td>11</td>
<td>Conduct research and evaluate information by appropriate methods - Graduate</td>
<td>NA*</td>
<td>5.67</td>
<td>6.25</td>
<td>5.80</td>
<td>5.56</td>
<td>5.43</td>
<td>7.00</td>
</tr>
<tr>
<td>12</td>
<td>Write correctly and clearly in forms and styles appropriate for your profession - Graduate</td>
<td>NA*</td>
<td>5.73</td>
<td>6.05</td>
<td>6.27</td>
<td>5.89</td>
<td>5.29</td>
<td>6.67</td>
</tr>
<tr>
<td>12</td>
<td>Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness - Undergraduate</td>
<td>6.21</td>
<td>6.25</td>
<td>6.36</td>
<td>6.24</td>
<td>6.18</td>
<td>6.28</td>
<td>6.22</td>
</tr>
<tr>
<td>13</td>
<td>Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness - Graduate</td>
<td>NA*</td>
<td>6.07</td>
<td>6.16</td>
<td>5.82</td>
<td>5.72</td>
<td>5.86</td>
<td>6.67</td>
</tr>
<tr>
<td>14</td>
<td>Apply basic numerical and statistical concepts - Undergraduate</td>
<td>4.92</td>
<td>4.92</td>
<td>5.46</td>
<td>5.17</td>
<td>4.90</td>
<td>5.22</td>
<td>5.10</td>
</tr>
<tr>
<td>14</td>
<td>Apply basic numerical and statistical concepts - Graduate</td>
<td>NA*</td>
<td>4.44</td>
<td>4.71</td>
<td>5.50</td>
<td>4.33</td>
<td>3.17</td>
<td>5.67</td>
</tr>
<tr>
<td>15</td>
<td>Apply tools and technologies appropriate for your profession - Undergraduate</td>
<td>5.55</td>
<td>5.61</td>
<td>5.99</td>
<td>5.61</td>
<td>5.59</td>
<td>5.58</td>
<td>5.43</td>
</tr>
</tbody>
</table>

**2. Survey of Alumni**

The alumni survey is discussed in Question 8 in this section.

**3. UF’s Student Experience in the Research University Survey**

The SERU survey, which is conducted by UF’s Office of Institutional Research, is not specific to ACEJMC accrediting standards. However, the data do provide meaningful indirect measures of students’ perceptions of their attainment of learning outcomes that are relevant to ACEJMC values and competencies. The data are especially helpful at analyzing students’ educational development while at UF since the survey asks students to rate their proficiencies when they came to the university relative to their current proficiencies.

All students in the College were encouraged to complete the SERU survey and several email reminders were sent by the chairs, Knight Division director, and dean. As an incentive, the university entered students who completed the survey into a lottery for football tickets. The response rate for the College was 69 percent, the same as the overall response rate for all UF colleges.

The latest SERU data available are from spring 2009. The data reported here are based on responses from students in the College only (The full report is available online but a Gatorlink account is required to access reports for specific units.).

Students were asked to rate, using a 6-point scale (1—very poor to 6—excellent), how their UF education has helped them understand and develop specific educational outcomes. They also were asked to rate, using a 6-point scale (1—very dissatisfied to 6—very satisfied), satisfaction with their overall academic experience.

The SERU data demonstrate that students in the College believe they have achieved intellectual growth on all of the measures of the learning outcomes discussed below. That is, the mean scores for each measure improved during the time students spent at UF. The majority also feel “satisfied” or “very satisfied” with their academic experience.

The SERU data demonstrate that students in the College believe they have achieved intellectual growth on all of the measures of the learning outcomes discussed below. That is, the mean scores for each measure improved during the time students spent at UF. The majority also feel “satisfied” or “very satisfied” with their academic experience.

Tables 9-2—9-6 are relevant to the ACEJMC values having to do with understanding diversity/internationalization and the impact and responsibility of mass communications in a global society. Students in the College believe their UF education has helped them develop an ability to appreciate, tolerate, and understand racial and ethnic diversity (M=4.82 before, M=5.24 current); appreciate cultural and global diversity (M=4.60 before, M=5.09 current); understand international perspectives (M=3.77 before, M=4.77 current); apply disciplinary knowledge in a global context (M=3.53 before, M=4.22 current); and understand ethical and professional responsibility in an international/global context (M=3.98 before, M=4.64 current).

**9-2 Ability to Appreciate, Tolerate, and Understand Racial and Ethnic Diversity**

<table>
<thead>
<tr>
<th>Level</th>
<th>Before N</th>
<th>Mean</th>
<th>(1) Very Poor</th>
<th>(2) Poor</th>
<th>(3) Fair</th>
<th>(4) Good</th>
<th>(5) Very Good</th>
<th>(6) Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>Before 164</td>
<td>4.90</td>
<td>0%</td>
<td>0.6%</td>
<td>5%</td>
<td>31%</td>
<td>31%</td>
<td>32%</td>
</tr>
<tr>
<td>Level</td>
<td>Before Current</td>
<td>N</td>
<td>Mean</td>
<td>(1) Very poor</td>
<td>(2) Poor</td>
<td>(3) Fair</td>
<td>(4) Good</td>
<td>(5) Very good</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------</td>
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<td>------</td>
<td>---------------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>163</td>
<td>5.17</td>
<td>2%</td>
<td>0%</td>
<td>2%</td>
<td>13%</td>
<td>39%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>Before</td>
<td>406</td>
<td>4.89</td>
<td>0.2%</td>
<td>0.7%</td>
<td>7%</td>
<td>24%</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>402</td>
<td>5.29</td>
<td>0.2%</td>
<td>0.5%</td>
<td>1%</td>
<td>12%</td>
<td>39%</td>
</tr>
<tr>
<td>Junior</td>
<td>Before</td>
<td>585</td>
<td>4.79</td>
<td>0.3%</td>
<td>2%</td>
<td>8%</td>
<td>28%</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>583</td>
<td>5.20</td>
<td>0.3%</td>
<td>0.5%</td>
<td>2%</td>
<td>14%</td>
<td>41%</td>
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<tr>
<td>Continuing Senior</td>
<td>Before</td>
<td>404</td>
<td>4.79</td>
<td>0.5%</td>
<td>1.0%</td>
<td>9%</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>401</td>
<td>5.26</td>
<td>1.0%</td>
<td>0.2%</td>
<td>3%</td>
<td>10%</td>
<td>39%</td>
</tr>
<tr>
<td>Graduating Senior</td>
<td>Before</td>
<td>181</td>
<td>4.76</td>
<td>0%</td>
<td>1%</td>
<td>7%</td>
<td>30%</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>180</td>
<td>5.28</td>
<td>0%</td>
<td>0%</td>
<td>0.6%</td>
<td>13%</td>
<td>44%</td>
</tr>
<tr>
<td>All Levels</td>
<td>Before</td>
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<td>0.3%</td>
<td>1%</td>
<td>8%</td>
<td>27%</td>
<td>35%</td>
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<tr>
<td></td>
<td>Current</td>
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<td>0.6%</td>
<td>0.3%</td>
<td>2%</td>
<td>13%</td>
<td>40%</td>
</tr>
</tbody>
</table>

9-3 Ability to Appreciate Cultural and Global Diversity

<table>
<thead>
<tr>
<th>Level</th>
<th>Before Current</th>
<th>N</th>
<th>Mean</th>
<th>(1) Very poor</th>
<th>(2) Poor</th>
<th>(3) Fair</th>
<th>(4) Good</th>
<th>(5) Very good</th>
<th>(6) Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>Before</td>
<td>164</td>
<td>4.60</td>
<td>0%</td>
<td>0.6%</td>
<td>9%</td>
<td>39%</td>
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9-4 Ability to Understand International Perspectives (Economic, Political, Social, Cultural)

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### 9-5 Ability to Apply Disciplinary Knowledge in a Global Context

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### 9-6 Ability to Understand Ethical and Professional Responsibility in International/Global Context

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### Tables 9-7 through 9-13 provide data that are relevant to the ACEJMC competencies having to do with the ability to think critically, conduct research and evaluate information, write correctly and clearly, apply basic numerical and statistical concepts, and apply tools and technologies appropriate for the communications professions in which students work.

Students in the College believe their UF education has helped them learn analytical and critical thinking skills (M=4.30 before, M=4.96 current); library research skills (M=3.59 before, M=4.36 current); other research skills (M=3.79 before, M=4.54 current); to be clear and effective when writing (M=4.32 before, M=5.19 current); mathematical and statistical skills (M=3.82 before, M=3.87 current); computer skills (M=4.09 before, M=4.78 current); and Internet skills (M=4.61 before, M=5.19, current).

#### 9.7 Analytical and Critical Thinking Skills

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### 9.8 Library Research Skills

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### 9-9 Other Research Skills

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### 9-10 Ability to be Clear and Effective When Writing

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### 9-11 Quantitative (Mathematical and Statistical) Skills

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### 9-12 Computer Skills

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**9-13 Internet Skills**

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Table 9-14 provides an overall measure for students’ understanding of their area of professional focus. Students in the College rated their education at UF highly at helping them understand their specific field of study (M=3.46 before, M=4.98 current).
9-14 Understanding of Specific Field of Study

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<td>40%</td>
<td>33%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>404</td>
<td>5.26</td>
<td>0.2%</td>
<td>0.2%</td>
<td>2%</td>
<td>8%</td>
<td>48%</td>
<td>41%</td>
</tr>
<tr>
<td>Graduating Senior</td>
<td>Before</td>
<td>183</td>
<td>3.17</td>
<td>3%</td>
<td>16%</td>
<td>48%</td>
<td>29%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>183</td>
<td>5.48</td>
<td>0%</td>
<td>0.5%</td>
<td>0.5%</td>
<td>6%</td>
<td>36%</td>
<td>57%</td>
</tr>
<tr>
<td>All Levels</td>
<td>Before</td>
<td>1,741</td>
<td>3.46</td>
<td>2%</td>
<td>12%</td>
<td>37%</td>
<td>37%</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Current</td>
<td>1,735</td>
<td>4.98</td>
<td>0.2%</td>
<td>0.6%</td>
<td>4%</td>
<td>19%</td>
<td>49%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Finally, Table 9-15 provides evidence that students in the College are satisfied with their overall academic experience at UF. The majority, or 67 percent, of students said they were satisfied or very satisfied (M=4.74).

9-15 Overall Academic Experience

<table>
<thead>
<tr>
<th>Level</th>
<th>N</th>
<th>Mean</th>
<th>(1) Very dissatisfied</th>
<th>(2) Dissatisfied</th>
<th>(3) Somewhat dissatisfied</th>
<th>(4) Somewhat satisfied</th>
<th>(5) Satisfied</th>
<th>(6) Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>164</td>
<td>4.69</td>
<td>1%</td>
<td>1%</td>
<td>5%</td>
<td>27%</td>
<td>49%</td>
<td>16%</td>
</tr>
<tr>
<td>Sophomore</td>
<td>404</td>
<td>4.70</td>
<td>0.7%</td>
<td>1%</td>
<td>6%</td>
<td>26%</td>
<td>48%</td>
<td>17%</td>
</tr>
<tr>
<td>Junior</td>
<td>581</td>
<td>4.75</td>
<td>1%</td>
<td>2%</td>
<td>6%</td>
<td>24%</td>
<td>46%</td>
<td>21%</td>
</tr>
<tr>
<td>Continuing Senior</td>
<td>402</td>
<td>4.68</td>
<td>2%</td>
<td>4%</td>
<td>5%</td>
<td>23%</td>
<td>43%</td>
<td>23%</td>
</tr>
<tr>
<td>Graduating Senior</td>
<td>178</td>
<td>4.99</td>
<td>0.6%</td>
<td>1%</td>
<td>4%</td>
<td>17%</td>
<td>45%</td>
<td>31%</td>
</tr>
<tr>
<td>All Levels</td>
<td>1,729</td>
<td>4.74</td>
<td>1%</td>
<td>2%</td>
<td>6%</td>
<td>24%</td>
<td>46%</td>
<td>21%</td>
</tr>
</tbody>
</table>

4. Feedback from Professionals

See Item 2 (above)

5. Student Performance in Local, Regional and National Contests.
As an indirect measure of values and competencies, the College closely monitors the performance of students in professional competitions. A discussion of student award winners and list of student awardees is presented in Item 5 below. The outstanding performance of our students across a variety of competitions across disciplines provides evidence that the College is achieving ACEJMC core values and competencies.

B. Direct Measures

1. Performance in Capstone Courses and Portfolio Assessments

   Capstone courses are assessed in two ways: (1) by faculty and (2) the “client” for the capstone project. For example:

   **Faculty Assessment of Draft Campaign Reports** – This is a new procedure first tried in spring 2011. In the procedure, campaign instructors in ADV 4800 Campaigns and PUR 4800 Campaigns assess students’ understanding of and performance on ACEJMC core values and competencies of seniors in each department’s capstone class by evaluating the draft submissions of the various sections of each team’s written plan. The assessment follows the same rating form as used by the “clients” for the project (Appendix 9.C). Faculty in the Department of Public Relations also use this form in PUR 4100 Public Relations Writing as a form of assessment independent of students’ grades.

   **Professional (“Client”) Assessment of Draft Campaign Reports** – The final plans books and oral presentation of teams in campaigns class assess the performance of students on ACEJMC core values and competencies using the same form used by faculty to assess draft reports.

2. Internship Evaluations

   For several semesters following the last accreditation report, departments used an intern evaluation form that asked supervisors to check “Yes/No” on whether the intern demonstrated knowledge and competency on the ACEJMC core values. The results were positive with a very high percentage of students demonstrating ACEJMC values and competencies but this dichotomous rating provided little direction in identifying areas for improvement. To improve the quality of assessment information from these evaluations, all departments now use a rating form that asks supervisors to evaluate an intern on each ACEJMC value and competency on a four-point scale, where 4=Clerly demonstrated (knowledge or competency) and 1=Demonstrated lack of (knowledge or competency) (Appendix 2.C). In addition, each supervisor is asked to provide written comments on the student’s performance. A summary of internship evaluations from the Department of Advertising can be seen in Appendix 9.D.

3. Assessment of Student Learning Outcomes and Academic Learning Compacts

   As part of the UF’s Academic Learning Compacts program (https://catalog.ufl.edu/ugrad/future/Pages/academic-learning-compacts.aspx), each undergraduate degree program in the College is required to specify the skills, or Student Learning Outcomes—including content knowledge, critical thinking, and communication skills—
students should acquire if they follow their major's prescribed course of study. Degree programs also are required to create and implement processes for Individual Student Assessments, such as a passing score on a standardized test or a final project, term paper, portfolio, and some other direct measure. Each department’s ALC and SLOs can be seen at:

https://catalog.ufl.edu/ugrad/current/journalism/alc/advertising.aspx
https://catalog.ufl.edu/ugrad/current/journalism/alc/journalism.aspx
https://catalog.ufl.edu/ugrad/current/journalism/alc/public-relations.aspx
https://catalog.ufl.edu/ugrad/current/journalism/alc/telecommunication.aspx

Looking at the Department of Journalism as an example, its SLOs are:

1. Understand concepts and theories and apply them in the presentation of images and information.
2. Understand professional ethical principles.
3. Apply tools and technologies relevant to the journalism profession.
4. Gather information, conduct research, and evaluate information by methods appropriate to the journalism profession.
5. Think critically, creatively, and independently.
6. Write correctly and clearly in forms and styles appropriate for the journalism profession.

For each department, the accomplishment of SLOs are allocated to specific courses. For example, the Journalism Department’s SLOs are allocated to classes as shown below:
<table>
<thead>
<tr>
<th>Core</th>
<th>SLO 1 Concepts and Theories Related To Images and Information</th>
<th>SLO 2 Ethical Principles</th>
<th>SLO 3 Tools and Technology</th>
<th>SLO 4 Research and Evaluation</th>
<th>SLO 5 Critical Thinking</th>
<th>SLO 6 Effective Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOU 1100 Intro to Journalism</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>JOU 3101 Reporting</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>JOU 3110 Fact Finding</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>JOU 4201 Editing</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>JOU 4700 Probs. &amp; Ethics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MMC 2100 Writing for Mass Comm.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MMC 4200 Mass Comm. Law</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOU 4181 Public Affairs Reporting</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOU 4202 Advanced Editing/Design</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOU 4311 Advanced Mag. Writing</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOU 4412 Advanced Design</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOU 4445C Magazines</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOU 4605 Advanced Photojournalism 2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOU 4946 Online Journalism</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>JOU 4930 Special Topics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Departmental Collaboration on Assessment

In creating SLOs and assessment methods, the departments in the College collaborated on their assessment forms so each department’s SLOs would address similarities and differences among departments as well as include ACEJMC values and competencies (Appendix 9.E). These SLOs represent the following ACEJMC values and competencies:

<table>
<thead>
<tr>
<th>Values and Competencies</th>
<th>Student Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The principles and laws of freedom of speech and press.</td>
<td>1, 2</td>
</tr>
<tr>
<td>2 The history and role of professionals and institutions in shaping your profession.</td>
<td>1, 5, 6</td>
</tr>
<tr>
<td>3 The importance of diversity in your profession in a global society.</td>
<td>2, 6</td>
</tr>
<tr>
<td>4 Concepts and theories relevant to your profession.</td>
<td>1, 5, 6</td>
</tr>
<tr>
<td>5 Professional ethical principles and work ethically in your profession.</td>
<td>2</td>
</tr>
<tr>
<td>6 Apply the principles and laws of freedom of speech and press and other laws/regulations governing your profession.</td>
<td>1, 2</td>
</tr>
<tr>
<td>7 Use concepts and theories relevant to your profession.</td>
<td>1, 5, 6</td>
</tr>
<tr>
<td>8 Work ethically in pursuit of truth, accuracy, and diversity leading to ethical, honest work in your profession.</td>
<td>2</td>
</tr>
<tr>
<td>9 Apply standards that lead to communications sensitive to a culturally diverse society.</td>
<td>2, 6</td>
</tr>
<tr>
<td>10 Think critically, creatively and independently.</td>
<td>5</td>
</tr>
<tr>
<td>11 Conduct research and evaluate information by appropriate methods.</td>
<td>4</td>
</tr>
<tr>
<td>12 Write correctly and clearly in forms and styles appropriate for your profession.</td>
<td>6</td>
</tr>
<tr>
<td>13 Critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</td>
<td>5, 6</td>
</tr>
<tr>
<td>14 Apply basic numerical and statistical concepts.</td>
<td>4</td>
</tr>
<tr>
<td>15 Apply tools and technologies appropriate for your profession.</td>
<td>3</td>
</tr>
</tbody>
</table>

In Spring 2011, each department in the College completed its first individual student assessment. Although the results (available in the Office of Undergraduate Affairs) have not been reviewed by the faculty from the respective departments, this process is a significant step...
forward in providing useful assessment information at the individual level. And, in all departments, as a longitudinal database is developed and reviewed, an iterative process can occur to assess student progress and provide guidance for improving course instruction, curriculum, learning objectives, and assessment methods.

This same process was implemented for graduate degree programs for Knowledge, Skills and Professional Behaviors in fall 2010. The SLOs for the Master of Arts in Mass Communication degree program are as follows:

| Development of a thorough understanding of mass communication theory and an expertise in research methods, aiding in a synthesized perspective for evaluating and addressing current practitioner or theoretical problems. | All master’s students will successfully complete and defend a thesis or project-in-lieu-of thesis that is unanimously accepted by the student’s thesis or project committee |
| Development of a thorough understanding of mass communication theory and an expertise in research methods, aiding in a synthesized perspective for evaluating and addressing current practitioner or theoretical problems. | Students placed in professional positions or doctoral programs |
| Demonstrate a thorough understanding of communication subject matter and issues through a synthesis of subjects, theories and methodologies. | All students completing the program will create a conceptual thesis or project-in-lieu-of thesis addressing issues in the communication field that demonstrate a synthesis of knowledge gained from the program. This knowledge will be measured through a thesis or project-in-lieu-of thesis and the defense with the student’s committee |
| Oral and written communication skills | All students completing the program will create a conceptual thesis or project-in-lieu-of thesis addressing issues in the communication field that demonstrate a synthesis of knowledge gained from the program. This knowledge will be measured through a thesis or project-in-lieu-of thesis and the defense with the student’s committee |
| Display of ethical behaviors, teamwork, cultural sensitivity/appreciation for diverse viewpoints, and an understanding of professional standards for effective and ethical decision making | These behaviors are incorporated into at least two of the core courses. A satisfactory grade in these classes must be achieved to reach this competency as measured by the graduate faculty. |
College’s Response to Assessment Findings

Although direct and indirect assessments are an important part of the College’s mission, it is important to note that all the improvements made in teaching are not necessarily, nor necessarily can be, reflected in this report. The faculty’s assessments of student progress, through personal observation and discussions with other faculty teaching the same course(s) as well as faculty teaching courses students take later in their respective programs, lead to efforts to alter content and teaching methods in an effort to improve student learning. Likewise, because of the availability of new technologies, online materials have been used by the faculty to enhance their teaching efforts. These changes require faculty to remain current in and respond quickly to an ever-changing media environment. There is ample evidence of this, simply considering the growth of Facebook and twitter, alone, since the last accrediting visit. Some of the resulting so-called improvements attempted by our faculty were unsuccessful. Other improvements worked but needed to be modified. Others were successful and retained. The point is that these improvements in teaching efforts may not be directly related to direct or indirect assessments. But, they are directly related to the individual efforts and commitment of the faculty to excellence in teaching that produces meaningful student learning outcomes. A formal response to the direct and indirect assessments is reported here. However, all of the changes, unsuccessful and successful, experienced by the faculty may not be specifically included.

Assessment Forms

“Yes/No” ratings, e.g., on the Internship Evaluation form, do not offer as discriminating of a response as desired.

Action: The “Yes/No” responses were changed to Clearly, Generally, Partially, and Lacked.

The ratings for the assessment of students’ understanding of (1) The principles and laws of freedom of speech and press; (2) The history and role of professional and institutions in shaping your profession; (3) The importance of diversity in your profession in a global society; (4) Concepts and theories relevant to your profession; and (5) Professional ethical principles and work ethically in your profession often were scored “Unable to Rate,” perhaps in part because some interns (those registered for less than the full three-credit hours) often work less than 10 hours per week.

Action: The College is in the process of revising these items to provide better data.

ACEJMC Standard 3 and 4 (Understanding and use of standards of diversity in a global society)

Actions: Although the College’s assessment data show that the learning outcomes related to Standards 3 and 4 are being achieved, the faculty understand that attention to diversity and globalization are both a philosophical commitment and a strategic mandate within the College’s various professions. So, to facilitate offering courses that contribute to Standards 3 and 4, several online courses were created. RTV 3411 Race, Class and Gender in Media can be used to fulfill elective requirements across departments and for the Management and Media and Society tracks in the Department of Telecommunication. Similarly, International and Cross-Cultural Advertising is available online.

Diversity issues continue to be a major part of two courses (RTV 3405 TV and the American Society and RTV 4931 Ethics and Problems in Telecommunication) required of all telecommunication students. Similarly, diversity issues have been stressed in RTV 4500 Telecommunication Programming, a course required of all students in the Telecommunication Production and Management tracks. These issues also are an important part of the new online ADV 4931 Ethics and Problems in Advertising and the primary focus on a new online advertising course taught fall 2011. International Public Relations continues to be taught at the undergraduate and graduate levels.

ACEJMC Standard 5 (Concepts and theories relevant to the profession) and 9 (Write correctly and clearly in forms and styles appropriate for your profession)

The ever-changing media environment and results of assessment from professionals, advisory councils, and students suggested the need to include digital media and software in the curriculum as well as train students in multimedia platforms to assure students have the knowledge and ability to apply concepts and theories relevant to their profession and to write correctly and clearly in forms and styles relevant to their profession.

**Actions:** To address these concerns, the College sought, received funding, and created the Center for Media Innovation + Research, which includes the 21st Century News Laboratory. In addition, still under planning and construction, the College is creating a Digital Collaboration Suite that will be a living laboratory for faculty and students in advertising and public relations.

To add to the College’s ability to train students in these areas, faculty specifically with digital communications expertise have been hired, including Dr. Troy Elias (Advertising), Dr. Amy Zerba and Professor Matt Sheehan (Journalism), Dr. Moon Lee and Professor Ann Christiano (Public Relations) and Professor Tim Sorel (Telecommunication).

As noted in Standard 2, the College supports professional development opportunities for faculty to refresh and enhance their professional expertise. For example, in February 2011, the College funded seven faculty members to attend a week-long workshop on multimedia at Poynter Institute for Media Studies in St. Petersburg. Similarly, the College funded Dr. Cory Armstrong in spring 2011 to attend the Investigative Reporters and Editors Computer Assisted Reporting conference in Raleigh, NC, to support her teaching emphases in fact finding, investigative reporting, and the proposed professional master’s course, News and Numbers. The Department of Advertising provided funding for Adobe training in New York City for Drs. Robyn Goodman and Lisa Duke as well as a field trip to MindComet and a professional development trip to New York for Dr. Lu Zheng and Dr. John Sutherland, department chair. The College also encourages faculty to participate in its continuing education workshops. One example is the summer 2011 digital storytelling workshop where participants got experience with Final Cut Pro (http://blogs.jou.ufl.edu/digitalstorytelling/).

The Telecommunication News program converted to non-linear editing in 2009 requiring the reconfiguration of several rooms into labs. As a result of Weimer Hall renovations, these labs and older Production NLE labs are being relocated.

The Department of Advertising faculty incorporate new media in their courses as appropriate. The Department has offered special topics courses, including Digital Media in Advertising, since the last accreditation visit.

Since fall 2009, the Department of Public Relations has offered a course in digital public relations. In fall 2011, the Department introduced a social media management course.
The college’s writing for mass communication course (MMC 2100--required of all advertising, journalism, and public relations majors) was changed to include basic skills and writing for digital media. And, for journalism majors, a required one-credit grammar course and a required one-credit multimedia reporting was added to the curriculum. To a required course, ADV 3203 Design and Graphics in Advertising, the Department of Advertising added basic training in InDesign and Photoshop. Likewise, these software applications were given additional focus in PUR 4103 Visual Communications.

The Department of Telecommunication added a one-credit, six-week Final Cut Pro workshop offered three times a semester. The Department also added Interactive/Online News, a course required for all students in the News track. This course also is offered as an advanced course in the Reporting track. Students in the “Radio Two” course produced multi-media versions of assignments which are used on the WUFT-FM website. The video cameras used in production and news courses are now all HD digital, using “cards,” not tape, as storage media.

ACEJMC Standard 8 (Conduct research and evaluate information) and Standard 11 (Apply basic numerical and statistical concepts)

Internship evaluations and capstone course assessments suggested the need for improvement in this area. Faculty members and administrators determined that students needed a system that would facilitate data collection and analysis. Prior to addressing this problem, students were using Survey Monkey, paying for the service themselves.

Actions: Qualtrics was identified as the solution to this challenge. In summer 2008, the College purchased rights and in summer 2008, the service was made available to students for free. With improved data analysis, this response was considered a success.

In fall 2011, the Department of Advertising created a web-based advertising analytics course, which will be required for all advertising majors before taking any of the core classes. The class will include basic math and statistics, reading secondary data, e.g., MRI and online tracking service reports, calculating reach and frequency, Qualtrics, and building ROI systems.

The College has agreements with the two the leading audience research companies, The Nielsen Company and Arbitron, Inc. to allow students and faculty access to proprietary audience data and analytical software for use across departments, particularly telecommunication and advertising. Arbitron created a unique web portal to facilitate access to its resources. These systems became available for classroom use fall 2011.

4. If campus media operations are under unit control, discuss awards they have won in local, regional or national competitions in the past six years.

The College’s Division of Multimedia Properties, which oversees the operation of WRUF, Sportsradio 850, Country 103.7, The Gator, Rock104.com, Florida’s 5, WUFT-TV, and Florida’s 89.1, WUFT-FM, has a long history of being recognized annually for excellence in many areas of media and broadcast journalism. Below is a listing of the various individual student and station awards achieved in the last six years in both the professional and collegiate categories.

2011 National Hearst Broadcast Competition

2nd place Radio Feature Reporting – Trent Kelly

Finalist (Top 5) National TV News Award - Clark Fouraker
College finished 3rd overall in the United States

2011-Television

Pro Contests

RTDNA Regional Murrow
#1 Feature Reporting – Vic Micolucci “Lost Boy” Graduates College

National College Contests

Hearst Competition
#1 TV Contest/News – Sheli Muniz Dry Cleaners’ Dry Spell, Daycare Webcams
#4 TV Contest/News – Clark Fouraker Spice, Underwater Oil Plumes
#4 TV Individual Championship – Clark Fouraker SF contest assignment
#3 Broadcast News Intercollegiate Championship (Radio & TV initial contest summary results)

SPJ Mark of Excellence
Finalist General News Reporting – Erica Rakow Freezing Manatees
Finalist In-depth Reporting – Vic Micolucci “Lost Boy” Graduates College

NBS Electronic Media Competition
Grand Prize Video News Segment – Erica Rakow Freezing Manatees
Grand Prize Video Feature Package – Sheli Muniz Daycare Webcams
Hon. Mention Video News Program (Newscast) – Andi Babineau WUFT News
Hon. Mention Video News Package – Vic Micolucci Police Officer Shoots Grad Student
Hon. Mention Video Sports Package – Brittny Krause The Unexpected Opponent

Regional/Statewide College Contests

Regional SPJ Mark of Excellence
#1 Breaking News Reporting – Vic Micolucci Police Officer Shoots Grad Student
#1 In-depth Reporting – Vic Micolucci “Lost Boy” Graduates College
#1 General News Reporting – Erica Rakow Freezing Manatees
#1 TV Newscast – Andi Babineau, Michael Bakum, Andrew Ruiz WUFT News
Finalist Sports Photography – Phillip Marks Seminoles End 6-year Skid Versus Gators

Florida AP Broadcasters College Contest
#1 Spot News Reporting – Vic Micolucci Police Officer Shoots Grad Student
#1 Hard News Feature/Short – Sheli Muniz Dry Cleaners’ Dry Spell
#1 Light Feature/Short – Marco La Manno Rediscovering Vinyl Records
Finalist TV Newscast – student staff WUFT News
Finalist Hard News Feature/Long – Erica Rakow Freezing Manatees

2011-Radio

College Category:

WUFT-FM: 1st Place, Best Sports by Katie Gillen for “Volleyball popularity”
WUFT-FM: 1st Place, Best use of sound by Daniel Katz for “Farmers Market Popularity”

WUFT-FM: 1\textsuperscript{ST} AND 2\textsuperscript{ND} Place in the Best long hard news feature category, 1\textsuperscript{st}—Kara Van Hoose for “What’s next for NASA”, 2\textsuperscript{nd}—Daniel Katz for “Officer Loses Job Over Shooting”
WUFT-FM: 1\textsuperscript{ST} Place Best Photo Essay by Brittany Thompson for “Cedar Key Clam Farmers” (This is a brand new multimedia category; Brittany is the first winner in it.)

Professional Category (small and medium market):
WUFT-FM: 1\textsuperscript{st} Place Continuing coverage for the staff for the “Kofi Adu-Brempong Shooting”
WUFT-FM: 1\textsuperscript{st} Place Weather reporting by Vic Micolucci for “Manatees Struggling with Florida Freezes”
WUFT-FM: 2\textsuperscript{nd} Place, Best use of sound by Jessica Gable & Donna Green-Townsend for “Sharing a Love of Bluegrass”
WUFT-FM: 1\textsuperscript{st} Place, Light news feature by Vic Micolucci for “Whooping Cranes Return”
WUFT-FM: 1\textsuperscript{st} Place, Hard news feature by Trent Kelly for “Airboat Controversy”
WUFT-FM: 2\textsuperscript{nd} Place, Series reporting by Lynsey Saunders for “Education for Migrant Workers”
WUFT-FM: 1\textsuperscript{st} Place, Individual Achievement for Trent Kelly
WUFT-FM: 1\textsuperscript{ST} Place, Overall Excellence in News Reporting

2010–Television

Pro Contests
RTDNA Regional Murrow
#1 Hard News – Miles Doran \textit{GITMO Guard Duty}
#1 Series – Cristina Xuarez \textit{Flight 401 Tribute}

Florida AP Broadcasters Pro Contest
#1 Breaking Sports News – Kristen Keely \textit{SEC Championship Ticket Fraud}
#1 Individual Achievement – Miles Doran \textit{medley}
#1 Series Reporting – Cristina Xuarez \textit{Flight 401 Tribute}
#2 Hard News Feature – Miles Doran \textit{GITMO Guard Duty}

National College Contests
Hearst Competition
#13 TV Contest/Features – Vic Micolucci \textit{Mud Bog, Hand Sanitizers}
#9 TV Contest/News – Cristina Xuarez \textit{Flight 401 Tribute pt1, Withlacoochee Flooding}
#2 TV Contest/News – Miles Doran \textit{Naked DUI, GITMO Guard Duty}
#1 TV Individual Championship – Miles Doran \textit{NY contest assignment}
#4 Broadcast News Intercolligate Championship

SPJ Mark of Excellence
Finalist General News Reporting – Miles Doran, Patrick Fleming \textit{GITMO Guard Duty}
Finalist Feature Reporting – Cristina Xuarez \textit{Amber Bradley profile}

NBS Electronic Media Competition
Grand Prize (tie) Video News Program (newscast) – Victor Ramirez \textit{WUFT News}
Grand Prize (tie) Video News Program (newscast) – Patrick Fleming \textit{WUFT News}

Grand Prize Video News Package – Miles Doran *Naked DUI*
Grand Prize Video News Segment – Miles Doran, Patrick Fleming *GITMO Guard Duty*
Grand Prize Video Feature Segment – Erica Rakow *Educating Minds & Warming Hearts*
Finalist Video News Package – Vic Micolucci *Body Found In Parked Car*
Finalist Video Feature Package – Brittny Krause *Drive-Thru Weddings*
Finalist Video Feature Segment – Vic Micolucci *Mud Bog*
Finalist Video News Program (newscast) – Patrick Fleming *WUFT News*
Finalist Video Sports Package – Brittny Krause *John Brantley Profile*
Finalist Video Sports Package – Michelle Nixon *CSU/UF Football Preview*

**Regional/Statewide College Contests**

**Regional SPJ Mark of Excellence**

#1 General News Reporting – Miles Doran, Patrick Fleming *GITMO Guard Duty*
#1 Feature Reporting – Cristina Xuarez *Amber Bradley profile*
#1 Sports Reporting – Brittny Krause *Gator Softball’s Unsung Hero*
#1 TV News Photography – Patrick Fleming, Miles Doran *GITMO Guard Duty*
#1 TV Feature Photography – Vic Micolucci *Mud Bog*
#1 TV Newscast – Kate Tuckwood-Taylor, Victor Ramirez, Steve Campion *WUFT News*
#2 Breaking News Reporting – Miles Doran, Patrick Fleming *Santa Fe River Flooding*

**Regional NBS Electronic Media Competition**

#1 Video News Package – Miles Doran, Patrick Fleming *Santa Fe River Flooding*
#1 Video News Segment – Miles Doran, Patrick Fleming *GITMO Guard Duty*
#1 Video Sports Package – Michelle Nixon *CSU/UF Football Preview*
#2 Video Sports Package – Merissa Richmond *BCS National Champs*

**Florida AP Broadcasters College Contest**

#1 Newscast – student staff *WUFT News*
#1 Spot News Reporting – Vic Micolucci *Body Found in Parked Car*
#1 Spot News Video – Patrick Fleming *Santa Fe River Flooding*
#1 Light Feature/Long – Vic Micolucci *Mud Bog*
#1 Hard News Feature/Short – Nadeen Yanes *Linda’s Story*
#1 Hard News Feature/Long – Asha Dave *Dancing Therapy*
#2 Hard News Feature/Short – Cristina Xuarez *Amber Bradley profile*
#2 Hard News Feature/Long – Erica Rakow *Educating Minds & Warming Hearts*

**2010-Radio**

**Society of Professional Journalists Mark of Excellence Awards**

- National Winner: WUFT-FM Radio Feature
  Gainesville Joint Aviation Unit - by William Brooks Sherrel, University of Florida.
- Regional Winners: Radio Feature- William Brooks Sherrel, WUFT FM, University of Florida, Gainesville Joint Aviation Unit
  Radio Feature- William Brooks Sherrel, WUFT FM, University of Florida, Dudley Farm
  Radio In-Depth Reporting- Whitney Jones, WUFT-FM, University of Florida, The Public Role in Child Abduction Cases
  Radio News Reporting- Lynsey Saunders, WUFT-FM, University of Florida,

Inauguration Day Coverage 2009
Radio Sports Reporting- Alison Posey, WUFT-FM, University of Florida, Fightin' Gators Tackle The Flu

2010 National Hearst Competition: Vic Micolucci was a semi-finalist

2010 Radio and Television Digital News Association (RTDNA) Regional Awards
Audio Reporting: Hard News: WUFT-FM - Gainesville, FL
Residents Whirling Over Tactics of Joint Aviation Unit-produced by Brooks Sherrel
Audio News Documentary- produced by Donna Green-Townsend
WUFT-FM - Gainesville, FL
Florida Cattle Ranching: The End Of An Era

Audio News Series- produced by Megan Naughton
WUFT-FM - Gainesville, FL
Skin Cancer Series

Audio Sports Reporting- produced by Donna Green-Townsend
WUFT-FM - Gainesville, FL
Gatorade Rebranding Stirs Up The Gators

2010 Florida Associated Press Broadcasters Awards
Small Market Radio Division:

Best Short Radio Newscast: WUFT-FM, Sascha Cordner, received second place for 6 AM Newscast.
Best Continuing Coverage: WUFT received first place for “Child Abductions.”
Best Overall: WUFT-FM won first for “Mid-Florida Public Radio News Coverage 2009.”
Best Use of Sound: WUFT-FM, Donna Green-Townsend received second place for “Remembering Veterans.”
Best Light Feature: WUFT-FM, Lauren Winter, received second place for “Communicating Through Drumming.”
Hard News Feature: WUFT-FM, Whitney Jones tied for first place for “Abduction in Clay County.”
WRUF received second place for “Older Drivers.”
Best Public Affairs: WUFT-FM, Donna Green-Townsend and Bill Beckett received first place for “Florida Cattle Ranching At Risk.”
Best Series Reporting: WUFT-FM, Sarah Curran received second place in for “Treatment of Vets Returning Home.”
Best Economic Coverage: WRUF, 1st Place “Homes For Sale”

College Radio:

Best Sports
1st WUFT Fightin’ Gators Battle the Flu by Alison Posey
2nd WUFT Superman’s Kryptonite by Alison Posey

Best Long Light Feature.
2nd WUFT “Return of the 351st” by Alison Posey

Best Long Hard News Feature.
2nd WUFT Male Breast Cancer: Lost in the Sea of Pink by Sascha Cordner

2009-Television

Pro Contests

RTDNA Regional Murrow
#1 Documentary – Miles Doran, Rikki Klaus Hope of Life

Florida AP Broadcasters Pro Contest
#1 Spot News – Miles Doran, Patrick Fleming Tropical Storm Fay
#1 Light Feature/Short – Miles Doran, Patrick Fleming, Robert Bradfield Naked DUI
#1 Hard Feature/Long – Miles Doran, Rikki Klaus Hope of Life
#1 Public Affairs – Erica Rodriquez Challenging Childhood
#1 Individual Achievement – Miles Doran medley
#2 Hard Feature/Short – Kristin Giannas, Patrick Fleming Sand Wars

National College Contests

Hearst Competition
#8 TV Contest/Features – Miles Doran Underwear Dash, UF Ashes
#1 TV Contest/News – Miles Doran Hope of Life, Tropical Storm Fay
#3 TV Individual Championship – Miles Doran SF Contest Assignment
#5 Broadcast News Intercollegiate Championship

SPJ Mark of Excellence
#1 TV Newscast – Eunic Ortiz, Duke Carter, Patrick Fleming WUFT News
#1 Breaking News Reporting – Miles Doran, Patrick Fleming Tropical Storm Fay

NBS Electronic Media Competition
Grand Prize Video News Segment – Miles Doran, Rikki Klaus Hope of Life
Grand Prize Video Feature Package – Miles Doran Gator Fans For Life & Beyond
Grand Prize Video Sports Package – Merissa Richmond Soccer Technology
Finalist Video News Package – Miles Doran Tropical Storm Fay
Finalist Video News Program (newscast) – Duke Carter WUFT News
Finalist Video Sports Segment- John Hornbuckle WUFT News (sportscast live remote)

Regional/Statewide College Contests

Regional SPJ Mark of Excellence
#1 Breaking News Reporting – Miles Doran, Patrick Fleming Tropical Storm Fay
#1 Feature Reporting – Miles Doran, Patrick Fleming, Robert Bradfield Underwear Dash

#1 In-depth Reporting – Miles Doran, Rikki Klaus  Hope of Life
#1 News Photography – Patrick Fleming  Tropical Storm Fay
#1 TV Newscast – Eunic Ortiz, Duke Carter, Patrick Fleming  WUFT News
#2 General News Reporting – Kristin Giannas, Patrick Fleming  Sand Wars
#2 Sports Reporting – Merissa Richmond  Soccer Technology
#2 Feature Photography – Miles Doran  Gator Fans For Life & Beyond
#2 Online Feature – Robert Bradfield
#2 Online In-depth Reporting – Dominick Tao
#3 Online News Reporting – Dominick Tao

**Regional NBS Electronic Media Competition**
#1 Video News Package – Miles Doran  Tropical Storm Fay
#1 Video News Program (newscast) – Eunic Ortiz  WUFT News
#1 Video Best Reporter – Miles Doran  medley
#1 Video Sports Package – Merissa Richmond  Soccer Technology
Honorable Mention Video Sports Package – Wes Franklin  Big Brown

**Florida AP Broadcasters College Contest**
#1 Spot News – Miles Doran, Patrick Fleming  Tropical Storm Fay
#1 Sports – Merissa Richmond  Soccer Technology
#1 Spot News Video – Patrick Fleming  Tropical Storm Fay
#1 Light Feature/Short – Miles Doran  Gator Fans For Life & Beyond
#1 Hard News Feature/Short – Lauren Granado  Autism
#1 Hard News Feature/Long – Miles Doran, Rikki Klaus  Hope of Life
#2 Spot News – Kristin Giannas  School Bus Crash
#2 Photo Essay – Patrick Fleming  Medieval Faire
#2 Light Feature/Short – Robert Bradfield  Mr. 2-Bits

**2009-Radio**

**2009 SPJ Green Eyeshade Awards:**

Disaster Coverage, 1st Place, WUFT-FM “Wildfires” Donna Green-Townsend, Kyle Sief, Kristina Pink, WUFT-FM Staff.  

**2009 SPJ Sunshine State Awards:**

WUFT-FM 1st Public Affairs “Water Wars” series Jon Levy  
WUFT-FM 3rd Continuing Coverage UF Budget Woes

**2009 Regional Murrow Awards:**

Best Serious Feature, 1st Place, WUFT-FM “Haile Plantation Rape” Alex Herren.  
Continuing Coverage, 1st Place, WUFT-FM “UF’s Budget Woes” Donna Green-Townsend.

Breaking News, 1st Place, WRUF-AM “Tropical Storm Fay” Student Staff

2009 PRNDI Awards:

Best Serious Feature, 1st Place, WUFT-FM “Haile Plantation Rape” Alex Herren.

2009 Associated Press Awards:

WUFT-FM, 1st place, Overall Excellence
WUFT-FM, 1st place, Best Newscast for a report on Tropical Storm Fay
WUFT-FM, 1st place, Best Long Hard News Feature, Alex Herren Haile Plantation Rape
WUFT-FM, 1st place, Best Short Light Feature Brian Robertson, Donna Green-Townsend, Alachua County Regional Spelling Bee
WUFT-FM, 1st place, Individual Achievement award, Kimberly Kuizon

2008-Television

National College Contests

Hearst Competition
#9 TV Contest/Features – Melissa Welsh Marjorie Rawlings, Cotton Club
#20 TV Contest/News – Megan Albright Danny Rolling’s First Murders, Huffing
#8 Broadcast News Intercolligate Championship

Regional/Statewide College Contests

Regional SPJ Mark of Excellence
#2 TV Newscast – Aly Tripp, Patrick Fleming WUFT News

Florida AP Broadcasters College Contest
#1 Spot News – Student Staff UF Taser Incident
#1 Spot News Video – Eunic Ortiz UF Taser Incident
#1 Sports – Jeremiah Thermidor Backyard Strongmen
#1 Hard News Feature/Long – Erica Rodriguez Water War
#2 Light Feature/Short – Alex Butler Wild Hogs Ocala Premier
#2 Light Feature/Long – Serena Khorsandian Hand Camp
#2 Hard News Feature/Short – Megan Albright Huffing

2008-Radio

2008 SPJ Mark of Excellence Regional Awards:

WRUF, Radio In-Depth Reporting, “Girls Concussions” Merissa Richmond.
WRUF, Radio In-Depth Reporting, “Game Security” Miles Doran.
WRUF, Best Radio Newscast, “Front Page on the Air” Full WRUF News Student Staff.

2008 SPJ Mark of Excellence National Awards:

WRUF, 2nd Place, Radio In-Depth Reporting, “Girl Concussions” Merissa Richmond.
WRUF, Best Radio Newscast, “Front Page on the Air” WRUF News Student Staff.
WUFT-FM, 2nd Place, Sports Reporting, “Gators Swamp Glendale” Jeremiah Thermidor.
WRUF, 3rd Place, Sports Reporting, “Rugby Women” Megan Curl.

2008 Regional Murrow Awards:

WRUF, Documentary, “Empty Food Banks” Lindsay Clein.
WRUF, Best Use of Sound, “Gator Game Security” Miles Doran.
WUFT-FM, Best Series, “Foster Care” Katy Ouzts.

2008 National Murrow Awards:

WRUF, Best Use of Sound, “Gator Game Security” Miles Doran.

2008 Associated Press Professional Awards:

WRUF, 1st Place, Best Spot News, “Taser Protest”
WUFT-FM, 2nd Place, Best Spot News, “Bugaboo Fire”
WRUF, 2nd Place, Best Continuing Coverage, “Don’t Tase Me Bro”
WUFT-FM, 1st Place, Best Sports Feature, “Heisman Hype” Jon Levy.
WRUF, 2nd Place, Best Sports Feature, “Rugby”. Megan Curl.
WUFT-FM, 1st Place, Best Overall News.
WRUF, 2nd Place, Best Overall News.
WRUF 1st Place, Best Use of Sound for Radio. Miles Doran.
WRUF, 1st Place, Best Short Light Feature, “Game Day” Miles Doran.
WRUF, 2nd Place, Best Long Hard News Feature, “Game Security” Miles Doran.
WRUF, 1st Place, A-P Individual Achievement. Miles Doran.
2008 Associated Press College Awards:

WRUF, 2\textsuperscript{nd} Place, Best Newscast Under :15. Josh Breslow and Ashley Sutton.
WRUF, 1\textsuperscript{st} Place, Best Sports, “Rugby Women” Megan Curl.
WRUF, 2\textsuperscript{nd} Place, Best Use of Sound, “Haunted House” Miles Doran.
WRUF, 1\textsuperscript{st} Place, Best Spot News, “Taser Protest” Miles Doran.
WRUF, 1\textsuperscript{st} Place, Best Short Light Feature, “Game Day” Miles Doran.
WUFT-FM, 1\textsuperscript{st} Place, Overall Excellence. News Staff.
WUFT-FM, 1\textsuperscript{st} Place, Best Newscast. News Staff.
WUFT-FM, 1\textsuperscript{st} Place, Best Public Affairs, “My Abuelo” Luis Hernandez.
WUFT-FM, 1\textsuperscript{st} Place, Best Sports Feature, “Tim Tebow Heisman Hype” Jon Levy.
WUFT-FM, 2\textsuperscript{nd} Place, Spot News, “Florida Wildfires” Donna Green-Townsend.
WUFT-FM, 2\textsuperscript{nd} Place, Individual Achievement, Kyle Seig.

2008 SPJ Sunshine State Awards:

WUFT-FM, 1\textsuperscript{st} Place, Radio Deadline Reporting, “BUGABOO FIRE” Donna Green-Townsend.
WUFT-FM, 2\textsuperscript{nd} Place, Radio Deadline Reporting, “Taser Fallout” Jessica Napolitano.

2007-Television

\textit{National College Contests}

\textbf{Hearst Competition}

#8 TV Contest/Features – Alex Butler
#8 TV Contest/News – Jason Dunning
#5 Broadcast News Intercollegiate Championship

2007-Radio

2007 Regional Murrow Awards:


2007 PRNDI Awards

Student Feature Category, “Café Risque” Lorilee Victorino.

2007 Sunshine State Awards

WUFT-FM, 1\textsuperscript{st} Place, Public Affairs, “The Long Road: From Poverty to Prosperity
in Bradford County” Claudia Hickey, Donna Green-Townsend and Bill Beckett.

2007 SPJ Green Eyeshade Awards:


2007 SPJ Mark of Excellence Regional Awards:

WUFT-TV, Breaking News, “Danny Rolling’s First Victims” Megan Albright.
WUFT-FM, Radio-In Depth Reporting, “Rolling Execution” Student Staff.

2007 Florida Associated Press Broadcasters Awards:

WRUF, Best Continuing Coverage, “Rolling Execution”
WUFT-FM, Best Investigative, “Prescription Drugs in Bradford County” Claudia Hickey.
WUFT-FM, 2nd Place, Sports Feature, “Gator Believers” Frank Halpern.
WUFT-FM, Best Overall Station
WRUF-FM, Public Affairs, “Alzheimer’s Help”.

2006-Television:

National College Contests
Hearst Competition
#6 TV Contest/News – Bigad Shaban
#14 Broadcast News Intercollegiate Championship
Academy of Television Arts & Sciences Foundation “College Emmy”
#1 Magazine Show – Ansley Dreadin, Bigad Shaban, Colleen Chen Spotlight On Cancer
SPJ Mark of Excellence
#1 Sports Photography – Jordan Wall
Finalist TV Newscast WUFT News
Finalist In-depth Reporting – Natalie Caula, Megan Albright
NBS Electronic Media Competition
#1 Video News Segment – Natalie Caula
#1 Video News Package – Jason Dunning
#1 Video Magazine Program – Ansley Dreadin, Bigad Shaban, Colleen Chen

2006-Radio:

2006 Regional Murrow Awards:

WUFT-FM, Overall Excellence.
WUFT-FM, Sports Reporting, “Robinson’s Legacy”
WRUF, Hard News Feature, “Inner City Schools”
WRUF, Documentary, “Homeless”
WRUF, News Series, “Depression Battles”
WRUF, Best Use of Sound, “Homeless”

2006 Florida Associated Press Broadcasters Professional Contest:

WUFT-FM, Overall Excellence
WUFT-FM, Individual Achievement award, Navideh Forghani
WUFT-FM, Best Short Hard News Feature, “Bodies Exhibition,” Navideh Forghani
WUFT-FM, Best Sport Feature, “UF Baseball Player Sucker Punched,” German Elias
WUFT-FM, Best Public Affairs, “Unification in Alachua County,” Lauren Rodriguez
WRUF, Best Long Light Feature, “Hip Hop Influence”

2006 Florida Associated Press Broadcasters College Competition:

WUFT-FM, Best Use of Sound, “Dracula” Amrita Deol
WUFT-FM, Use of Sound, 2nd place, “Kenny’s Place” Abigail Stewart
WUFT-FM, Best Long Light Feature, “Bluesman Willie Green” Trimmel Gomes

2006 NBS Awards:

WUFT-FM, 1st place Feature, Veteran’s Day, Claudia Hickey
WUFT-FM, 1st place Public Affairs, Cedar Key Clamming Industry, Claudia Hickey

5. Discuss awards won by the unit’s students in local, regional or national competitions in the past six years. If campus media operations are not under unit control, please list only awards won by the unit’s majors.

The College’s students have demonstrated professional competencies through their performance in competitions during the last six years. The following discussion presents details of awards by departments.
Department of Advertising

2006 Chevy Super Bowl Ad Challenge
Chevrolet’s unique contest gave students an opportunity to compete and have their commercial idea produced and televised during the next Superbowl.
Honorable Mention: Iliana Espineira

National ADDY Competition
2008
SILVER AWARD
Candyce Pilliner, ADV

Fourth District ADDY Competition (Covers State of Florida and Caribbean)
2008
GOLD AWARD: Candyce Pilliner, ADV
SILVER AWARD: April Schroeder, ADV, and Claire Starzyk, ADV

2009
SILVER AWARD: Julia Tankhelson, ADV

2010
SILVER AWARD (Professional Division): Andrea Simon, Rachel Eichenbaum, Shane Fryer, Ashley Bowden, Christina Burnham, Alli Schnur, Hanna Palmer, Kimberly O’Quindo, Adviser: Dr. Robyn Goodman with Fox/SunSports

2011
SILVER AWARD: Courtney Perets, Kelsey Gordon, Doug Nelson, Jamie Daigle, Michael Cheng, Stephanie Repins

Advertising Federation of Gainesville ADDY Competition
2007
Advertising students won seven gold and 14 silver ADDY awards. Maria Quintero won Student Best of Show and Julie Gora won a special Judges Student Award. Advertising majors, Zayna Harb, Joanna Lamb, and James Smith, teamed with telecommunication majors, Gabe Hohreiter and Joe Taranto, under the direction of Professors Linda Correll, advertising, and James Babanikos, telecommunication, to win one gold and four silver ADDYs for their five television spot entries in the Fall 2006 Chipotle Student Advertising Competition.

2008
Students won eight gold and nine silver ADDYs. Nicolle Cure, Melissa Hick, and Candyce Pillner won Best of Show awards.

2009
Students won two gold and three Silver ADDY’s, including Student Best of Show, won by April Schroeder, Julia Tankhelson, Cynthia Apfelbaum, Paul Easter and Jenna Hansen.

2010
Advertising majors won 47 awards, including Darrell Stevens’ winning three Gold ADDYs and Student Best of Show. Advertising majors enrolled in Creative University, competing in the professional division, won four Gold ADDYs and Best of Show.

2011
Advertising majors won two Gold and five Silver ADDY awards.

**TELLY Award, International Broadcast Creative Competition**

2009
BRONZE AWARD (Professional Division)
Andrea Simon, Rachel Eichenbaum, Shane Fryer, Ashley Bowden, Christina Burnham, Alli Schnur, Hanna Palmer, Kimberly O’Quindo
Adviser: Dr. Robyn Goodman with Fox/SunSports

**American Association of Advertising Agencies’ Multicultural Advertising Internship Program (MAIP)**
Launched in 1973, this program has helped jumpstart the careers of more than 1,900 African-American, Asian-American, Latino-American, Native-American, multiracial and multiethnic aspiring advertising professionals. Each year, undergraduate and graduate students are selected for 10-week paid summer internships at AAAA member advertising agencies. The following UF students were chosen among the 100+ applicants:

2006
Iliana Espineira, J. Walter Thompson, New York

2007
Bienvedo (Benny) Torres III, Leo Burnett, Chicago

2008
Michelle Marie Arrazcaeta, Digitas, Chicago

2009
Carolina Iglesia, Brunner, Inc., Pittsburgh

2010
Meylin Lopez, Ogilvy & Mather, New York
Olivia Mitchell, Euro RSCG, New York
Tania Paul, EURO RSG, New York

2011
Andrea Carrasquel, Cramer-Krasselt, Chicago

**American Advertising Federation’s Most Promising Minority Students**
Started in 1997, this AAF program recognizes exceptional minority students in advertising.
Among the 40-50 students recognized each year, UF advertising majors often are selected for this award.

2007
Iliana Espineira
Bienvendo (Benny) Torres III

2009
Michelle Marie Arrazcaeta
Ananda Eidelstein
Alysia Powell

2010
Carolina Iglesias
Ana Cristina Palaviccini
Karina Portuondo.

2011
Maria Cerruto
Dayana Falcon, Honorable Mention

Department of Journalism

The Department of Journalism’s students have been nationally recognized in the William Randolph Hearst competition, and the College has placed as one of the Top 10 in the overall national intercollegiate ranking for the last six years. The students are consistently recognized at the national and regional level by SPJ. A representative listing of the awards received over the past six years is listed below.

2010-2011
William Randolph Hearst Competition
6th Place Intercollegiate national overall ranking
4th Place Intercollegiate national ranking in Photojournalism

Photojournalism - Individual Winners
1st Place - Portrait/Feature Matt Walsh
2nd Place - National Championship Shootout Matt Walsh

Society of Professional Journalists Region 3 Mark of Excellence
3rd Place: Best Student Magazine Orange & Blue
1st Place: Editorial Writing Jared Misner
2nd Place: Feature Writing Eye of the Beholder Jared Misner
2nd Place: In-Depth Reporting A Haunting Past, Pt. 1 and 2 Henry Taksier
### 2009-2010

#### William Randolph Hearst Competition

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Place</td>
<td></td>
<td>Intercollegiate national</td>
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<tr>
<td></td>
<td></td>
<td>overall ranking</td>
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<tr>
<td>5th Place</td>
<td></td>
<td>Intercollegiate national</td>
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<td></td>
<td></td>
<td>ranking in Photojournalism</td>
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</table>

#### College Photographer of the Year

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award of Excellence, General News</td>
<td></td>
<td>Matt Walsh</td>
</tr>
<tr>
<td>Award of Excellence, Feature</td>
<td></td>
<td>Tom Gaard</td>
</tr>
</tbody>
</table>

#### Society of Professional Journalists Region 3

#### Mark of Excellence

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Place: Feature Writing</td>
<td>Young workers come up short on health care, 'critically at risk'</td>
<td>Erik Maza</td>
</tr>
<tr>
<td>2nd Place: General News Reporting</td>
<td>Young workers come up short on health care, 'critically at risk'</td>
<td>Erik Maza</td>
</tr>
</tbody>
</table>

### 2008-2009

#### William Randolph Hearst Competition

<table>
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<tr>
<th>Place</th>
<th>Description</th>
<th>Placement</th>
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<td>4th Place</td>
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<td>overall ranking</td>
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<tr>
<td>2nd Place</td>
<td></td>
<td>Intercollegiate national</td>
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<tr>
<td></td>
<td></td>
<td>ranking in Photojournalism</td>
</tr>
</tbody>
</table>

#### Photojournalism - Individual Winners

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Place - Portrait/Feature</td>
<td></td>
<td>Chen Wang</td>
</tr>
<tr>
<td>4th Place - Portrait/Feature</td>
<td></td>
<td>Tim Hussin</td>
</tr>
<tr>
<td>1st Place - National Championship Shootout</td>
<td></td>
<td>Tim Hussin</td>
</tr>
</tbody>
</table>

#### College Photographer of the Year

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Award of Excellence, Feature</td>
<td></td>
<td>Chen Wang</td>
</tr>
<tr>
<td>Gold, Portrait</td>
<td></td>
<td>Tim Hussin</td>
</tr>
<tr>
<td>Gold, Pictorial</td>
<td></td>
<td>Tim Hussin</td>
</tr>
<tr>
<td>Award of Excellence, Domestic Picture Story</td>
<td></td>
<td>Tim Hussin</td>
</tr>
</tbody>
</table>

#### Society of Professional Journalists Region 3

#### Mark of Excellence

<table>
<thead>
<tr>
<th>Place</th>
<th>Description</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Place: In-Depth Reporting</td>
<td>City beneath the radar</td>
<td>Hailey MacArthur</td>
</tr>
</tbody>
</table>
3rd Place: Online News Reporting

2nd Place: Online In-depth Reporting

College grads get creative in job search

Dominick Tao

Technology makes cheating far more tempting

Dominick Tao

2007-2008

William Randolph Hearst Competition

2nd Place

4th Place

Intercollegiate national overall ranking

Intercollegiate national ranking in Photojournalism

Photojournalism - Individual Winners

2nd Place - Portrait/Feature

Tim Hussin

Writing - Individual Winners

1st Place - In-Depth

John Woodrow Cox

2nd Place - Spot News

Kim Wilmath

1st Place - National Writing Championship

John Woodrow Cox

College Photographer of the Year

National College Photographer of the Year

Tim Hussin

Award of Excellence, Spot News

Tim Hussin

Award of Excellence, Feature

Tim Hussin

Bronze, Domestic Picture Story

Tim Hussin

Gold, Portfolio

Tim Hussin

Gold, Individual Still Image/Audio Story or Essay

Tim Hussin

Silver, Individual Video/ Mixed Media Photo Story/ Essay

Tim Hussin

Society of Professional Journalists Region 3

Mark of Excellence

1st Place: Sports Writing

The Chosen One

Nicholas Zaccardi

3rd Place: Editorial Cartooning

Best All Around Daily Student Newspaper (4+ times a week)

The Independent Florida Alligator

2006-2007

William Randolph Hearst Competition

3rd Place

Intercollegiate national

2nd Place
Intercollegiate national Overall ranking
Ranking in Photojournalism

Photojournalism - Individual Winners
2nd Place - Picture Story/Series Morgan Petroski
Finalist - National Championship Shootout Morgan Petroski
National Best Picture Story Morgan Petroski

Society of Professional Journalists Mark of Excellence
National Winner: Breaking News Photography Luanne Dietz, Tim Hussin, Jeremiah Wilson, Celia Tobin
An End: Danny Rollling’s Execution in Pictures Alexander Koyler
National Finalist: Photo Illustration Competitive Eating Alexander Koyler

Society of Professional Journalists Region 3 Mark of Excellence
1st Place: General News Reporting Student Survives truck accident Dominick Tao
3rd Place: In-Depth Reporting The Lone & Winding Road Drew Harwell
1st Place: Feature Writing A Killer is Born Drew Harwell
3rd Place: Sports Writing Return of the Kings Nicholas Zaccardi
2nd Place: Best All-Around Daily Student newspaper The Independent Florida Alligator Matt Sanchez
3rd Place: Magazine Non-fiction Article Honestly, Honey Luane Dietz, Tim Hussin, Jeremiah Wilson, Celia Tobin
1st Place: Breaking News Photography A Killers End Alexander Koyler

2005-2006

William Randolph Hearst Competition
10th Place Intercollegiate national Overall ranking
5th Place  
Intercollegiate national ranking in Photojournalism

**Photojournalism - Individual Winners**

4th Place - Portrait/Feature  
4th Place - Portrait/Feature

2nd Place - National Championship Shootout  
2nd Place - National Championship Shootout

**College Photographer of the Year**

Honorable Mention, Spot News  
Honorable Mention, Spot News

Bronze, General News  
Bronze, General News

Honorable Mention, Pictorial  
Honorable Mention, Pictorial

Silver, Team Online Media  
Silver, Team Online Media

**Society of Professional Journalists Region 3 Mark of Excellence**

2nd Place: Editorial Writing  
Editorial collection

1st Place: Breaking News Reporting  
Digital Disaster

3rd Place: Breaking News Reporting  
UF gets image makeover

3rd Place: General News Reporting  
Student money paxy for private pig roast

3rd Place: Feature Writing  
Nation's largest Hare Krishna community in Alachua County

3rd Place: Best All-Around Daily Student Newspaper  
The Independent Florida Alligator

3rd Place: Magazine Non-Fiction Article  
Storm Troopers

2nd Place: Best Student Magazine  
Orange and Ble

1st Place: General News Photography  
Breaking it Down

2nd Place: Feature Photography  
Living off the Edge

1st Place: Photo Illustration  
Grant Thrall Portrait

1st Place: Best All-Around Online Student Newspaper  
The Independent Florida Alligator

**Department of Public Relations**

Department teams in the national Bateman Case Study Competition have been among the most decorated teams historically. The most recent first-place award was 2011. In addition, department teams earned honorable mentions in the competition from 2006–2009. In 2011, UF’s Alpha Chapter was honored with the Teahan Outstanding PRSSA Chapter of the Year Award.

Public relations students also have won recent awards in other local, regional, and national competitions. For example, the 2005-2006 Bateman Team won a 2005 Grand Image Award for its campaign from the Florida Public Relations Association. The award was given in
the Student Projects in Public Relations category. In 2006-2007, a student team finished in second place in the NetBank competition sponsored by Hunter PR in New York. Adrienne Browne received the Professor Sidney Gross Memorial Award for Ethics and a National Gold Key Award. Finally, Kimberly Gouz and Elisa Negrin both received the National Gold Key Award and National President’s Citation.

In 2007-2008, the PRSSA chapter received the PRSSA Pacesetter Award “in recognition of your outstanding Chapter spirit and unity” at national conference. In 2009-2010, the Alpha PRoductions accredited student-run public relations agency participated in the Solar Decathlon Competition, an international 17-university competition to design, construct, and promote a solar powered home, that was prominently featured in national and international media outlets, bringing extensive prestige and visibility to the program. In particular, the team won first place in the Communications and Social Awareness category of the competition.

In addition to these undergraduate student accomplishments, graduate students specializing in public relations have been honored with a variety of local, regional, and national awards. For example, doctoral student Moonhee Cho won the 2009 Best Master’s Thesis Award, sponsored by the Institute for Public Relations and Northwestern Mutual. This is the seventh time that a student from UF has won this prestigious award (see the list of recipients since 1981 at http://www.instituteforpr.org/awards/masters_past_winners). UF and the University of Maryland lead all other universities in the number of award recipients with seven each. Yimin Wang from UF won the award in 2005. Three doctoral students have received the prestigious Ketchum Research Award since the last accreditation visit. In 2010-2011, master’s student Tim Deardourff won the program’s first Arthur Page Society Case Study Competition Award. Finally, graduate students consistently have won top paper awards in the Public Relations Divisions for the Association of Education and Journalism in Mass Communication and International Communication Association.

Department of Telecommunication

Department of Telecommunication students have competed successfully at state, regional, and national levels. Students have won numerous first, second, and third place awards in competitions sponsored by Florida AP Broadcasters, SPJ, Hearst Foundation, BEA, and RTDNA. The list below includes the majority of student winners throughout the past six years.1

2010-2011

William Randolph Hearst Competition

<table>
<thead>
<tr>
<th>Place</th>
<th>Winner</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast - Individual Winners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd place</td>
<td>National Ranking Broadcast News</td>
<td></td>
</tr>
<tr>
<td>5th Place</td>
<td>Trent Kelly</td>
<td>Radio 1 – Features</td>
</tr>
<tr>
<td>1st Place</td>
<td>Sheli Muniz</td>
<td>TV –News</td>
</tr>
<tr>
<td>4th Place</td>
<td>Clark Fouraker</td>
<td>TV –News</td>
</tr>
<tr>
<td>Finalist - National Championship</td>
<td>Clark Fouraker</td>
<td>TV Broadcast</td>
</tr>
</tbody>
</table>

1 Although there is overlap between awards won by the Division of Multimedia Properties and awards won by students in the Department of Telecommunication, the appropriate awards are listed for both Items 4 and 5.

2nd Place - National Championship
Trent Kelly Radio News

**SPJ National Mark of Excellence**

- Finalist, Television General News Reporting
  Erica Rakow, WUFT-TV
- Finalist, Television In-Depth Reporting
  Vic Micolucci, WUFT-TV (+ABCNews On Campus),
- Television Sports Photography
  WUFT TV Philip Marks

**SPJ Regional Awards**

- 2nd Place: Radio Feature
  Trent Kelly
- 3rd Place: Radio Feature
  Jason Hackett
- 1st Place: Radio News Reporting
  Trent Kelly
- 2nd Place: Radio News Reporting
  Jason Hackett
- 3rd Place: Radio News Reporting
  Brittany Thompson
- 1st Place: Best All-Around Television Newscast
  Andi Babineau, Michael Bakum & Andrew Ruiz
- 1st Place: Television General News Reporting
  Erica Rakow
- 1st Place: Television Breaking News Reporting
  Vic Micolucci
- 1st Place: Television In-Depth Reporting
  Vic Micolucci
- 2nd Place: Television Sports Photography
  Phillip Marks

**Florida Associated Press Broadcasters Professional Competition**

**Small Market Radio**

- 1st Place: Overall Excellence in News Reporting
  WUFT-TV: “Kofi Adu-Brempong Shooting”
- 1st Place: Continuing coverage for the staff
  Vic Micolucci for “Manatees Struggling with Florida Freezes”
  Jessica Gable & Donna Green-Townsend for “Sharing a Love of Bluegrass”
- 2nd Place: Best use of sound
  Vic Micolucci for “Whooping Cranes Return”
- 1st Place: Light news feature
- 1st Place: Hard news feature
  Trent Kelly for “Airboat Controversy”

2nd Place: Series reporting
Lynsey Saunders for “Education for Migrant Workers”

1st Place: Individual Achievement
Trent Kelly

**Florida Associated Press Broadcasters College Competition:**

**Television**

2nd Place: Best college newscast
WUFT staff

1st Place: Best spot news
Vic Micolucci for the “Kofi Adu-Brempong Shooting”

1st Place: Best Light Feature
Marco La Manno for “Rediscovering Vinyl Records”

1st Place: Best Short Hard News Feature
Sheli Muniz for “Dry Cleaner Dry Spell”

2nd Place: Best Long Hard News Feature
Erica Rakow for “Freezing Manatees”

**Radio**

1st Place: Best Sports
Katie Gillen for “Volleyball Popularity”

1st Place: Best use of sound
Daniel Katz for “Farmers Market Popularity”

1st Place: Best long light feature category
Daniel Katz for “Learning Math Through Hip-hop”

2nd Place: Best long light feature category
Trent Kelly for “Business vs. Nature”

1st Place: Best long hard news feature category
Kara Van Hoose for “What’s Next for NASA”

2nd Place: Best long hard news feature category
Daniel Katz for “Officer Loses Job Over Shooting”

1st Place: Best Photo Essay
Brittany Thompson for “Cedar Key Clam Farmers”

**2009-2010**

**SPJ National Mark of Excellence**

National Winner, Radio Feature
Brooks Sherrel

Finalist, Television Feature Photography
Vic Micolucci

Finalist, Television Feature
Cristina Xuarez

Finalist, Television General News Reporting
Miles Doran and Patrick Fleming

**SPJ Regional Awards**

**Radio**
- 1st Place: Feature Reporting: Brooks Sherrel
- 3rd Place: Feature Reporting: Brooks Sherrel
- 2nd Place: In-Depth Reporting: Whitney Jones
- 1st Place: General News Reporting: Lynsey Saunders
- 2nd Place: General News Reporting: Will Richards
- 2nd Place: Sports Reporting: Alison Posey
- 3rd Place: Sports Reporting: Heather Soltis

**Television**
- 1st Place: Best All-Around: Steve Campion, Victor Ramirez, Kate Tuckwood-Taylor
- 2nd Place: Breaking News Reporting: Miles Doran
- 1st Place: Feature Photography: Vic Micolucci
- 1st Place: Feature Reporting: Cristina Xuarez
- 1st Place: General News Reporting: Miles Doran, Patrick Fleming
- 1st Place: News Photography: Miles Doran, Patrick Fleming
- 1st Place: Sports Reporting: Brittny Krause

**National Broadcasting Society**

**National Competition**
- Video News Package: Miles Doran, Patrick Fleming for “Naked DUI” on WUFT-TV
- Video News Segment: Miles Doran, Patrick Fleming for “GITMO Guard Duty” on WUFT-TV
- Video Feature Segment (tie): Erica Rakow for “Educating Minds, Warming Hearts” on WUFT-TV
- Video News Program (tie): Victor Ramirez for the 10/20/09 “WUFT News” on WUFT-TV
- Video News Program (tie): Patrick Fleming for the 09/11/09 “WUFT News” on WUFT-TV

**2008-2009**

**William Randolph Hearst Competition**

- 5th Place: National Ranking Broadcast News

Broadcast - Individual Winners

<table>
<thead>
<tr>
<th>Placement</th>
<th>Category</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd Place – Multimedia</td>
<td>Tim Hussin</td>
<td></td>
</tr>
<tr>
<td>5th Place - Radio Features</td>
<td>Alexandra Hill</td>
<td></td>
</tr>
<tr>
<td>1st Place - TV News</td>
<td>Miles Doran</td>
<td></td>
</tr>
<tr>
<td>3rd Place - National Championship</td>
<td>Miles Doran</td>
<td>TV Broadcast</td>
</tr>
<tr>
<td>Finalist - National Championship</td>
<td>Alexandra Hill</td>
<td>Radio Broadcast</td>
</tr>
</tbody>
</table>

**RTDNA Region 13 Edward R. Murrow Awards Professional Competition**

**Broadcast - Individual Winners**

<table>
<thead>
<tr>
<th>Placement</th>
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<td>Alexandra Hill</td>
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</table>

**Florida Associated Press Broadcasters Professional Competition**

**Broadcast - Individual Winners**

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<td>1st Place - TV News</td>
<td>Miles Doran</td>
<td></td>
</tr>
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<td>3rd Place - National Championship</td>
<td>Miles Doran</td>
<td></td>
</tr>
<tr>
<td>Finalist - National Championship</td>
<td>Alexandra Hill</td>
<td></td>
</tr>
</tbody>
</table>

**Small Market Radio**

<table>
<thead>
<tr>
<th>Placement</th>
<th>Category</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st place: Spot news</td>
<td>WRUF-AM Staff</td>
<td></td>
</tr>
<tr>
<td>1st place: Overall</td>
<td>WUFT-FM Staff</td>
<td></td>
</tr>
<tr>
<td>1st place: Short hard feature</td>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>2nd place: Long newscast</td>
<td>WUFT-FM Staff</td>
<td></td>
</tr>
<tr>
<td>1st place: Spot news</td>
<td>WUFT-FM Staff</td>
<td></td>
</tr>
<tr>
<td>1st place: Long light feature</td>
<td>WUFT-AM, “Local Blues Legend”</td>
<td></td>
</tr>
<tr>
<td>1st place: Short light feature</td>
<td>Robertson &amp; Donna Green-Townsend</td>
<td></td>
</tr>
<tr>
<td>1st place: Long light feature</td>
<td>WRUF-AM, “Tropical Storm Fay”</td>
<td></td>
</tr>
<tr>
<td>1st place: Short hard feature</td>
<td>WUFT-FM, “Haile Plantation Rape”</td>
<td></td>
</tr>
<tr>
<td>2nd place: Short hard feature</td>
<td>WUFT-FM, “Bus Crash Reax”</td>
<td></td>
</tr>
<tr>
<td>1st place: Individual achievement</td>
<td>WUFT-FM, Kimberly Kuizon</td>
<td></td>
</tr>
</tbody>
</table>

**Small Market Television**

<table>
<thead>
<tr>
<th>Placement</th>
<th>Category</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st place: Spot news</td>
<td>Miles Doran &amp; Patrick Fleming</td>
<td></td>
</tr>
<tr>
<td>1st place: Short light feature</td>
<td>WUFT-TV, “Underwear Dash”</td>
<td>Miles Doran &amp; Patrick Fleming &amp; Robert</td>
</tr>
</tbody>
</table>
Bradfield

2nd place: Short hard news feature  WUFT-TV, “Sand Wars” Kristin Giannas & Patrick Fleming
1st place: Long hard news feature  WUFT-TV, “Hope of Life” Miles Doran & Rikki Klaus
1st place: Public affairs  Erica Rodriguez
1st place: Individual achievement  WUFT-TV, Miles Doran

**Florida Associated Press Broadcasters College Competition**

1st Place : TV Spot News  Miles Doran, Patrick Fleming
2nd Place : TV Spot News  Kristin Giannas
1st Place : Spot News Video  Patrick Fleming
2nd Place: Video Photo Essay  Patrick Fleming
1st Place : Sports Feature  Merissa Richmond
1st Place: TV Long Hard News Feature  Miles Doran, Rikki Klaus
1st Place: TV Short Hard News Feature  Lauren Granado
1st Place: TV Short Light Feature  Miles Doran
2nd Place: TV Short Light Feature  Robert Bradfield

**Public Radio News Directors Inc. Awards**

1st Place: Best Serious Feature  WUFT-FM, Alex Herren, “Haile Plantation Rape”

**National Broadcasting Society National Competition**

Sports Package (Video)  Merissa Richmond

**SPJ National Mark of Excellence**

National Winner: Best Television Newscasts  WUFT Newscasts
National Finalist: Television Breaking News Reporting  Miles Doran and Patrick Fleming
“Tropical Storm Fay”

**SPJ Region 3 Mark of Excellence**

Radio
3rd place: News Reporting
1st Place: Sports Reporting “Olympic Legends” Brittny Krause

Television
1st Place: Breaking News Reporting “Tropical Storm Fay” Miles Doran & Patrick Fleming
2nd Place: General News Reporting “Sand Wars” Krystin Giannas & Patrick Fleming
1st Place: Feature “Underwear Dash” Miles Doran, Patrick Fleming & Robert Bradfield
1st Place: In-Depth Reporting “Hope of Life” Miles Doran & Rikki Klaus
2nd Place: Sports Reporting “Soccer Takes Heart” Merissa Richmond
1st Place: News Photography
1st Place: Newscast WUFT Newscasts
2nd Place: Online Feature Reporting “Mr. 2-Bits” WUFT Staff

SPJ Sunshine State Awards
1st Place: Public Affairs “Water Wars” series Jon Levy
3rd Place Continuing Coverage “UF Budget Woes” Donna Greene-Townsend & Student staff

SPJ Green Eyeshade Awards
Radio
1st Place: Disaster Coverage WUFT-FM, “Wildfires” Kyle Sieg, Kristina Pink, WUFT-FM staff

2007-2008
William Randolph Hearst Competition
8th Place National Ranking Broadcast News
Broadcast - Individual Winners
1st Place – Multimedia Tim Hussin
5th Place - Radio Features Miles Doran
Finalist - National Championship Miles Doran

Academy of Television Arts and Sciences College Television Award (“Student Emmy”) Best Documentary Jolene Pinder and Sarah Zamah

Florida Associated Press
Broadcast Awards, Professional
Small Market Radio
Best Newscast under 5 minutes  WUFT-FM Morning Edition
WRUF "Taser Protest" WUFT
Best Spot News "Bugaboo Fire"  Donna Green-Townsend
Best Continuing Coverage (tie)  WRUF "Don't Tase Me Bro"
WRUF "Rugby Women" WUFT
Best Sports Feature "Heisman Hype"  Jon Levy
WRUF "Montage of Coverage"
WUFT "Mid Florida Public Radio 2007"
Best Overall
1st Place Best Overall News  WUFT-FM
2nd Place Best Overall News  WRUF
1st Place Best use of Sound for Radio  WRUF  Miles Doran
1st Best Short light feature  WRUF "Game Day"  Miles Doran
2nd Place Best Long Hard News Feature  WRUF "Game Security"  Miles Doran
1st Place, A.P. Individual Achievement  WRUF  Miles Doran
2nd Place Individual Achievement  WUFT-FM  Kyle Seig

Florida Associated Press
Broadcasters College Competition
2nd Place Best Newscast Under 15 min  WRUF  Josh Breslow & Ashley Sutton
1st Place Best Sports  WRUF, "Rugby Women"  Megan Curl
2nd Place, Best Use of Sound  WRUF, "Haunted House"  Miles Doran
1st Place, Best Spot News  WRUF, "Taser Protest"  Miles Doran
1st Place, Best Short Light Feature  WRUF,"Game Day"  Miles Doran
1st Place, Overall Excellence  WUFT-FM, News Staff
1st Place Best News Cast  WUFT-FM, News Staff
1st Place, Best Public Affairs  WUFT-FM “My Abuelo”  Luise Hernandez
WUFT-FM "Tim Tebow Heisman Hype"  Jon Levy
1st Place, Best Sports Feature  WUFT-FM, “Florida Wildfires”  Donna Green-Townsend
2nd Place, Sport News  WUFT-FM  Kyle Sieg
2nd Place, Individual Achievement  WUFT-FM

### SPJ Sunshine State Awards

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Station</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Place, Deadline Reporting</td>
<td>WUFT-FM, “Bugaboo Fire”</td>
<td></td>
<td>Donna Green-Townsend</td>
</tr>
<tr>
<td>2nd Place, Radio Deadline Reporting</td>
<td>WUFT-FM, “Taser Fallout”</td>
<td></td>
<td>Jessica Napolitano</td>
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</table>

### SPJ Green Eyeshade Awards

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Station</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finalist, Public Affairs</td>
<td>WUFT-FM, &quot;The Long Road&quot; From Poverty to Prosperity in Bradford County&quot;</td>
<td></td>
<td>Claudia Hickey, Bill Beckett &amp; Donna Green-Townsend</td>
</tr>
</tbody>
</table>

### RTDNA National Edward R. Murrow Awards

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Station</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Use of Sound</td>
<td>WRUF, &quot;Gator Game Security&quot;</td>
<td></td>
<td>Miles Doran</td>
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### RTDNA Region 13 Edward R. Murrow Awards

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Station</th>
<th>Winner</th>
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</thead>
<tbody>
<tr>
<td>Documentary</td>
<td>WRUF, “Empty Food Banks”</td>
<td></td>
<td>Lindsay Klein</td>
</tr>
<tr>
<td>Best use of Sound</td>
<td>WRUF, “Gator Game Security”</td>
<td></td>
<td>Miles Doran</td>
</tr>
<tr>
<td>Best Series</td>
<td>WUFT-FM, “Foster Care”</td>
<td></td>
<td>Katy Ouzts</td>
</tr>
<tr>
<td>Best Sports</td>
<td>WUFT-FM, “World's Fastest Sport”</td>
<td></td>
<td>Ian Melmood</td>
</tr>
<tr>
<td>Feature Hard News</td>
<td>WUFT-FM, “Taser Fallout”</td>
<td></td>
<td>Student Staff</td>
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</table>

### SPJ National Mark of Excellence

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Station</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Finalist: Radio News Reporting</td>
<td>“Don't Tase Me Bro”</td>
<td></td>
<td>Miles Doran</td>
</tr>
<tr>
<td>National Winner: Best Radio Newscast</td>
<td>“Front Page on the Air”</td>
<td></td>
<td>WRUF Staff</td>
</tr>
<tr>
<td>Best Radio Newscast</td>
<td>“Front Page on the Air”</td>
<td></td>
<td>Student Staff, WRUF</td>
</tr>
</tbody>
</table>

### SPJ Region 3 Mark of Excellence

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Station</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio Sports Reporting</td>
<td>WRUF, “Gators Swamp Glendale”</td>
<td></td>
<td>Jeremiah Themidor</td>
</tr>
<tr>
<td>Radio Feature</td>
<td>WUFT-FM, “Homosassa Springs”</td>
<td></td>
<td>Kristy Wolski</td>
</tr>
<tr>
<td>Radio Feature</td>
<td>WUFT-FM, “Sweet Notes”</td>
<td></td>
<td>Kristy Wolski</td>
</tr>
<tr>
<td>Radio Sports Reporting</td>
<td>WRUF, “Rugby Women”</td>
<td></td>
<td>Megan Curl</td>
</tr>
<tr>
<td>Radio In-Depth Reporting</td>
<td>WRUF, “Girls Concussions”</td>
<td></td>
<td>Merissa Richmond</td>
</tr>
<tr>
<td>Radio News Reporting</td>
<td>WRUF, “Don't Tase Me Bro”</td>
<td></td>
<td>Miles Doran</td>
</tr>
<tr>
<td>Radio In-Depth Reporting</td>
<td>WRUF, “Game Security”</td>
<td></td>
<td>Miles Doran</td>
</tr>
<tr>
<td>Best Radio Newscast</td>
<td>WRUF, “Front Page on the Air”</td>
<td></td>
<td></td>
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<tr>
<td>Best TV Newscast</td>
<td>WUFT-TV, WUFT News</td>
<td></td>
<td>Student Staff</td>
</tr>
</tbody>
</table>
2006-2007

William Randolph Hearst Competition
5th Place National Ranking Broadcast News

SPJ National Mark of Excellence
Finalist: Television In-Depth Reporting
Winner: Television Sports Photography
Finalist: Television Newscast Staff, University of Florida, “WUFT News”

SPJ Region 3 Mark of Excellence
Breaking News Reporting WUFT-TV, “Danny Rolling's First Victims” Megan Albright
Radio Sports Reporting WRUF, “Sports Fitness” Dave Behr
TV Feature WUFT-TV, “A Life of Ballet” Alex Butler
TV Feature Photography WUFT-TV, “Women Firefighters” Natalie Caula
TV In-Depth Reporting Execution” Natalie Caula & Megan Albright
TV News Photography WUFT-TV, “Bald Eagles” Ashlee Cuza, Sarah Gersh, Ansley Dreadin, Bigad Shaban, Colleen Chen
TV In-Depth Reporting WUFT-TV, “Spotlight on Cancer” Student Staff
Radio Feature WRUF, “Male Fashion Designer” Adam Mertz
Radio In-Depth Reporting WUFT, “Rolling Execution” Full Student Staff
Best TV newscast WUFT-TV, “TV Newscast” Student Staff
TV Sports Photography WUFT-TV, “Gator Championship Game” Jordan Wall

Florida Associated Press Broadcasters Awards
Best Continuing Coverage WRUF, “Rolling Execution” Student Staff
Best Investigative Reporting WUFT-FM, “Prescription Drugs in Bradford County” Claudia Hickey
Best Sports Feature WUFT-FM, “Gymnastic Prodigy” Jordan Wall
2nd Place: Sports Feature WUFT-FM, “Gator Believers” Frank Halpern
Best Overall WUFT-FM
Best Long Hard News Feature “Migrant Workers” Navideh Forghani
2nd Place, Long Hard News Feature WUFT-FM, “Café Risque Waldo” Lorilee Victorino
WUFT-FM, “Breaking the Abuse Cycle” Crystal Brewer

Public Affairs

**SPJ Sunshine State Awards**
1st Place: Public Affairs  
WUFT-FM, “The Long Road: From Poverty to Prosperity in Bradford County”  
Bill Beckett & Donna Green-Townsend

**Public Radio News Directors Inc. Awards**
Student Feature Category  
“Café Risque Waldo”  
Lorilee Victorino

**RTDNA Region 13 Edward R. Murrow Awards**
Best Documentary  
WUFT-FM, “The Long Road: From Poverty to Prosperity in Bradford County”  
Bill Beckett & Donna Green-Townsend

Best Sports Feature  
WUFT-FM, “Go Gators”  
Frank Brian Halpern

Best Series  
WUFT-FM, “Cycle of Domestic Abuse”  
Crystal Brewer

**2005-2006 Florida Associated Press Broadcasters Awards**

**Professional**
Overall Excellence  
WUFT-FM  
Navideh Forghani

Individual Achievement award  
WUFT-FM  
Navideh Forghani

Best Short Hard News Feature  
Navideh Forghani

Best Long Hard News Feature,  
WUFT-FM, “UF Baseball Player Sucker Punched,”  
Navideh Forghani

Best Sport Feature,  
WUFT-FM, “Unification in Alachua County,”  
German Elias

Best Public Affairs,  
WUFT-FM  
Lauren Rodriguez

Best Long Light Feature,  
WRUF, “Hip Hop Influence”  
Trimmel Gomes

**Florida Associated Press Broadcasters Awards College**
Best Use of Sound  
WUFT-FM, “Dracula,”  
Amrita Deol

2nd Place: Use of Sound  
WUFT-FM, “Kenny's Place”  
Abigail Stewart

2nd Place (tie), Best Use of Sound  
WRUF, “Band Excitement”  
Justin Goodwin

1st, Best Long Light Feature  
“Bluesman Willie Green”  
Trimmel Gomes

2nd Place, Best Long Light Feature
WUFT-FM, “Kenny's Place,” Abigail Stewart
1st Place, Best Sports WRUF, Justin Goodwin
2nd Place, Best Radio Newscast, Up to 15 minutes “Midday Report” Kevin Gribbel, Sophia Lopez
1st Place, Best Long Hard Feature WRUF, “Life on the Streets” Bigad Shaban
1st Midday Report, College Television WRUF
Best Newscast WUFT-TV
1st WUFT-TV Lindsay Corley
2nd (tie) WUFT-TV German Elias
WUFT, “Hurricane Dennis
2nd Place: Best Spot News Aftermath” Ben Baird
2nd Place: Best Sports WUFT, “Jose Canseco Visit” Josh Rosenberg
1st Place: Best Long, Light Feature “A Filmmaker’s Second Chance” Ansley Dreadin
1st Place: Best Short, Hard News Feature “Living with Alzheimer’s” Bigad Shaban
Best Long Hard News Feature “Sex Offender Home” Harrison Hove

RTDNA Region 13 Edward R. Murrow Awards
Overall Excellence WUFT-FM
Sports Reporting WUFT-FM, “Robinson's Legacy”
Hard News Features WRUF, “Inner City Schools”
Documentary WRUF, “Homeless”
News Series WRUF, “Depression Battles”
Best Use of Sound WRUF, “Homeless”

The Christophers’ Video Contest
1st Place “Horse Therapy,” Myhoa Polk

National Broadcast Society
Best Video News Program WUFT-TV Lindsey Corley and crew, Kevin Gribble, Sophia Lopez, and Mid-day crew,
Best Audio News Program WRUF-AM “Gulf Coast Fishing Industry—Can it Survive” Claudia Hickey
Best Audio News Segment WRUF-AM “Veteran’s Day 2005—A Look at WWII Heroes” Claudia Hickey
Best Audio News Package WRUF-AM “Airboats—The Noise Factor” Trimmel Gomes
Best Audio Feature Package WRUF-AM “Airboats—The Noise Factor” Trimmel Gomes
NBS Student Member of the Year Shelby Radloff

SPJ National Mark of Excellence Awards
Finalist: Best Newscast  WUFT-TV, News Five  WUFT-TV Staff

SPJ Region 3 Mark of Excellence Awards
Best Newscast  WUFT-TV
Best All-Around Student Station  WUFT-TV
1st Place: Radio News Reporting  "Return to Space"  Navideh Forghani
1st Place: Radio Feature  "Trauma Center Crisis"  Navideh Forghani
3rd Place: Radio Feature  "Band Trip"  Justin Goodwin
2nd Place: Radio In-Depth Reporting  "Crackdown on Sexual Predators"  Navideh Forghani
2nd Place: Radio Sports Reporting  "Middle School Football"  Justin Goodwin
1st Place: Television Breaking News Reporting  "GRU Team Returns from Katrina Duty"  Kristina Akra
2d Place: Television Breaking News Reporting  "Tom Brown Murder Case"  Amy Popper and Ryan Vasquez
1st Place: Television General News Reporting  "Sex Offender Home"  Harrison Hove
2nd Place: Television Feature  "Ukraine Orphans"  Tiffany Tift
1st Place: Television In-depth Reporting  "HIV and AIDS 2005"  Lindsay Corley, Ryan Graham, Ansley Dreadin and Brian Jaeger
2d Place: Television In-depth Reporting  "Living with Alzheimer’s"  Bigad Shaban
1st Place: Television Sports Reporting  "Canseco Visit"  Josh Rosenberg
2nd Place: Television News Photography  "48 Hours on the Streets"  Laura Monserrate
1st Place: Television Feature Photography  "Ukraine Orphans"  Tiffany Tift
1st Place: Television Sports Photography  "Florida-Georgia Game 2005"  Adam Barron

6. Give the total number of graduates from the unit since the institution first offered a professional program.

The total number of graduates is 26,788 (through December 2010).

List by specialty each member of the graduating class of three years ago and those graduates’ current jobs. If practical, please give a total number of “unknowns” rather than including them in the list.
The College collected data from the graduating class of 2008 in several ways. First, the College conducted an anonymous survey asking alumni a broad range of questions about employment and perceptions of their experiences in the College. The survey is discussed in detail in Item 8 of this section.

The College also collected data via email in September 2011 using an electronic form. A link was embedded in an email that Dean Wright sent to the 730 graduates from 2008 in the UF Alumni Association’s database. A total of 107 graduates responded for a response rate of 15 percent. The form asked alumni to provide their name, major, current position, name of organization they work for, and the location of their employer. The results are presented in Appendix 9.F.

7. List graduates who have established distinguished careers in journalism and mass communications.

With more than 27,000 alumni, many graduates of the College have established distinguished careers over the years. Among these alumni, 116 have been officially designated and recognized by the College as "Alumni of Distinction." A complete list of the Alumni of Distinction is presented in Appendix 9.B and http://www.jou.ufl.edu/alumni/distinction/.

In addition to the 116, however, many others have achieved distinction. The list below is certainly not exhaustive, but it does provide a sample of distinguished graduates from each department and highlights from their careers. (Names preceded by asterisks indicate alumni of distinction.)

*Asterisk(*) indicates person has been honored by the College of Journalism and Communications as one of the 116 Alumni of Distinction.

Erin Andrews, TEL 2000, ESPN reporter
*Sharyl Attkisson, TEL 1982, investigative correspondent, CBS News
*Frank Bean, MAJC 1963, attorney and former manager of international sports programs, Coca-Cola Co.
*Matthew D. Bunker, Ph.D. 1993, Reese Phifer Professor of Journalism, University of Alabama
*Angela Buonocore, ADV 1978 senior vice president/chief communications officer, ITT Industries
Paul Castronovo, TEL 1984, South Florida radio personality
Colleen Connolly-Ahern, Ph.D. 2004, associate professor, Penn State University
*Michael Connelly, JM 1980, best-selling author, former reporter for the Los Angeles Times
Chuck Cooperstein, TEL 1981, radio play-by-play announcer for the Dallas Mavericks
*Maryanne Culpepper, MAMC 1974, President, National Geographic Television
*Karen DeYoung, JM 1971, associate editor and senior national security correspondent for The Washington Post
Miles Doran, TEL 2010, digital journalist, CBS News
M. Gigi Durham, Ph.D. 1990, associate professor, University of Iowa
*Mark Erstling, TEL 1975, senior VP system development and media strategy, Corporation for Public Broadcasting
*Del Galloway, PR 1981, vice president of public relations, United Way of America
*Mitchell J. Habib, ADV 1982, chief operating officer, The Nielsen Company
Scott Hagedorn, ADV 1993, chief executive officer, Annalect Group, Omnicom Media
*Carl Hiaasen, JM 1974, best-selling author and columnist for The Miami Herald
Michael Hoefges, Ph.D. 1998, associate professor, University of North Carolina, Chapel Hill
*Allison Johnson, PR 1983, former vice president of global marketing communications, Apple
*Tom Kennedy, JM 1972, internationally known visual journalist, former photo director for National Geographic and managing editor for multimedia at washingtonpost.com
Jangyul Robert Kim, Ph.D. 2006, assistant professor, Colorado State University
*Larry Lancit, TEL 1970, Emmy Award-winning producer of PBS’ Reading Rainbow series for children
*Clifford E. Marks, ADV 1984, president of sales and marketing, National CineMedia, LLC
*Cynthia McCague, JM 1972, retired senior VP and global head of human resources for Coca-Cola
*Jennifer McMillin, PR 1988, executive vice president, GolinHarris
*Mickey Nall, MAMJ 1982, managing director, Ogilvy Public Relations Worldwide
Emel Ozdora, Ph.D. 2009, communications assistant, UNICEF Turkey
Jolene Pinder, MAMC 2007, executive director, New Orleans Film Society
Paula Rausch, Ph.D. 2010, communications program manager, National Cancer Institute, NIH
*Joan Ryan, JM 1981, author and retired sports columnist for the San Francisco Chronicle
Leigh Seaman, TEL 1989, co-executive producer, creative director, Ty Pennington Productions
*Sara Sidner, TEL 1995, CNN international correspondent, based in New Delhi
Sumita Singh, MAMC 1999, Senior Vice President and the Global Head of Strategic Marketing at Thomson Reuters
Kaycee Smith, TEL 2008, Production assistant/Web correspondent, “The Tonight Show with Jay Leno”
George Solomon, JM 1963, former sports editor and columnist at The Washington Post, first ombudsman for ESPN
*Dianne Baron Snedaker, ADV 1970, former president of Ketchum Advertising, San Francisco
*Essdras Suarez, JM 1993, Boston Globe photographer and Pulitzer Prize winning photographer while at the Rocky Mountain News
*Donald Thomas, PR 1968, former COO and deputy chief executive officer, American Cancer Society
*Keith Tribble, PR 1977, athletic director, University of Central Florida
Nadya Vera, MAMC 2007, director of corporate communications, The Humane Society of the U.S.
*Danny Wuerffel, PR 1996, executive director, Desire Street Ministries, former Heisman Trophy winner and NFL player
*Jean Hoehn Zimmerman, ADV 1968, retired executive vice president of sales and marketing, CHANEL Beaute and Fragrance Division

8. Describe the program used to track graduates to assess their experience in the professions and to improve curriculum and instruction. Discuss measures used to determine graduates’ satisfaction with the educational experiences provided by the unit. Describe maintenance of records of alumni employment histories and other alumni records.

**Graduating Senior and Graduate Student Exit Survey**

Satisfaction with the educational experiences provided by the College is measured among graduating students each semester via a web-based survey. Department chairs utilize a listserv to send graduating seniors and graduate students in each department an email requesting that they complete the questionnaire. The email contains a hotlink to the survey web site. Satisfaction is measured by two items:

1. Overall, I rate my experience …1=Poor and 7=Excellent
2. Would you recommend the College to friends and/or family members? (7-point scale, 1=Definitely would not and 7=Definitely would)

As Table 9-16 shows, both undergraduate and graduate students rate their educational experience in the College highly (M=6.02 and M=5.59, respectively), and this pattern has remained relatively stable since the last Self-Study Report. Both undergraduate and graduate students are likely to recommend the College to friends and/or family members (M=6.31 and M=5.71, respectively).

| Table 9-16 Graduating Senior and Graduate Student Satisfaction with Educational Experience in the College, 2004-05 through 2010-11 |
|---|---|---|---|---|---|---|---|
| Satisfaction Measure | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | Avg. 05-11 |
| 10 Overall, I rate my experience as-**Undergraduate** | 5.95 | 6.03 | 6.33 | 6.02 | 5.88 | 5.81 | 5.71 | 6.02 |
| Overall, I rate my experience as-**Graduate** | Not Available | 5.93 | 5.63 | 5.92 | 5.28 | 4.57 | 6.33 | 5.59 |
| 11 Would you recommend the College to friends and/or family members? **Undergraduate** | 6.28 | 6.35 | 6.65 | 6.30 | 6.17 | 6.09 | 5.93 | 6.31 |
| Would you recommend the College to friends and/or family members? **Graduate** | Not Available | 5.73 | 5.95 | 6.38 | 5.00 | 5.29 | 6.33 | 5.71 |

Tracking of graduates and acquisition of feedback regarding alumni experiences in the College is accomplished in several ways. First, the UF Alumni Association maintains records and contact with alumni through alumni activities. The Dean's Office works collaboratively with the UF Foundation so that both the Foundation and the College maintain current addresses for and updated career information about alumni. The College also maintains regular contact with alumni through its semi-annual publication, *communigator*, and gains feedback informally through reunions in Gainesville and visits and social gatherings off campus, especially as part of the dean's and the College's development officers’ outreach activities. Finally, the College received feedback formally via an alumni survey, conducted in summer 2011.

The University of Florida Alumni Association is responsible for a network of Gator Clubs in the state of Florida, across the United States, and internationally. These clubs are composed of alumni and friends who represent the University in their communities. Gator Clubs sponsor and conduct a wide variety of programs and events in support of the University. In recent years, the College has held alumni gatherings (some jointly sponsored with UF's Alumni Association) in New York City, Washington, D.C., and Ft. Lauderdale, FL.

The College’s alumni magazine, *communigator* (Appendix 8.B and http://www.jou.ufl.edu/pubs/communigator/) keeps alumni informed about student, faculty, and college-wide activities and accomplishments and publishes feature articles and updates on alumni. *communigator* has been a very effective method of contact with alumni of the College for more than 40 years, although it has been reinvented several times with new format/design, most recently in 2011.

On campus, the College sponsors alumni gatherings on campus each fall as well as several breakfasts and/or lunches for special alumni who return for 25th, 50th and similar "landmark" reunion weekends. The College has increased its outreach to alumni through more frequent events such as the fall 2011 “Reunion Weekend” (see http://www.jou.ufl.edu/alumni/happenings/). Faculty and sometimes students attend these events. In addition, individual alumni are often invited back to campus as guest lecturers in classes or for student organization meetings.

**Alumni Survey 2011**

Undergraduates with email addresses at the UF Alumni Association were surveyed about their educational experiences in the College (Appendix 9.G). The database for the survey contained emails from undergraduates who received their bachelor’s of science degree during the academic year 2007-2008 through summer 2011.

Dean Wright wrote a cover note requesting the assistance of graduates in the survey. In addition, those completing the survey could request a College pin. A total of 279 alumni responded to the survey request. Response rates are broken down by department in Table 9-16. The overall response rate for the survey was 12 percent.
Table 9-16 Response Rates by Department

<table>
<thead>
<tr>
<th>Graduates</th>
<th>Advertising</th>
<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>C%</td>
<td>#</td>
<td>C%</td>
<td>#</td>
</tr>
<tr>
<td>Responded</td>
<td>61</td>
<td>9.4</td>
<td>85</td>
<td>14.9</td>
<td>67</td>
</tr>
<tr>
<td>No Response</td>
<td>650</td>
<td>90.6</td>
<td>572</td>
<td>85.1</td>
<td>545</td>
</tr>
</tbody>
</table>

Table 9-17 summarizes responses by ethnicity. Just under 70 percent of the respondents are white, non-Hispanic. Approximately six percent are Black, 18 percent are Hispanic, and five percent are of Asian ethnicity.

Table 9-17 Response Rates by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race</th>
<th>Advertising</th>
<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>C%</td>
<td>#</td>
<td>C%</td>
<td>#</td>
</tr>
<tr>
<td>White</td>
<td>48</td>
<td>81</td>
<td>57</td>
<td>70</td>
<td>47</td>
</tr>
<tr>
<td>Black</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7</td>
<td>12</td>
<td>17</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>Asian/PI</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

As shown in Table 9-18, the majority of respondents (85 percent) are female. Males are best represented among respondents from telecommunication.
Respondents were presented with a series of Likert (1=Strongly disagree to 5=Strongly Agree) statements about their educational experience. As a whole, the College performed best on the items “My experiences in my major were generally positive” (Table 9-23) and “I would recommend my major to a friend” (Table 9-22). The College performed least well on items related to advising received in the Office for Undergraduate Affairs, advising from department faculty and administration (Tables 9-24 and 9-25), and the item “The curriculum in my major was up-to-date” (Table 9-20).

**Table 9-18 Response Rates by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
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<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>C%</td>
<td>#</td>
<td>C%</td>
<td>#</td>
</tr>
<tr>
<td>Female</td>
<td>54</td>
<td>90</td>
<td>75</td>
<td>89</td>
<td>63</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>10</td>
<td>9</td>
<td>11</td>
<td>3</td>
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</tbody>
</table>

**Table 9-19 “Classes in my major prepared me well for my current job”**

<table>
<thead>
<tr>
<th>Advertising</th>
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<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.87</td>
<td>3.98</td>
<td>4.18</td>
<td>3.91</td>
<td>3.99</td>
</tr>
</tbody>
</table>

**Table 9-20 “The curriculum in my major was up-to-date”**

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.62</td>
<td>3.76</td>
<td>3.99</td>
<td>3.97</td>
<td>3.84</td>
</tr>
</tbody>
</table>

**Table 9-21 “The curriculum in my major prepared me for my career”**

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.70</td>
<td>4.01</td>
<td>4.10</td>
<td>3.88</td>
<td>3.94</td>
</tr>
</tbody>
</table>

**Table 9-22 “I would recommend my major to a friend”**

<table>
<thead>
<tr>
<th>Advertising</th>
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<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.15</td>
<td>3.89</td>
<td>4.48</td>
<td>3.94</td>
<td>4.10</td>
</tr>
</tbody>
</table>
### Table 9-23 “My experiences in my major were generally positive”

<table>
<thead>
<tr>
<th></th>
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<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.46</td>
<td>4.44</td>
<td>4.48</td>
<td>4.30</td>
<td>4.42</td>
</tr>
</tbody>
</table>

### Table 9-24 “The quality of the advising I received in the Office of Undergraduate Affairs was good”

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Mean</td>
<td>3.69</td>
<td>3.61</td>
<td>3.48</td>
<td>3.72</td>
<td>3.62</td>
</tr>
</tbody>
</table>

### Table 9-25 “The quality of the advising I received from faculty or department administrators was good”

<table>
<thead>
<tr>
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<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>3.75</td>
<td>3.95</td>
<td>3.88</td>
<td>3.91</td>
<td>3.88</td>
</tr>
</tbody>
</table>

A final set of items related to ACEJMC accreditation standards. The responses are presented below in Tables 26 through 37. In general, respondents gave the College high marks on these items (1=Poor, 7=Excellent). Especially impressive means were found for “Understand how to write correctly and clearly in forms and styles appropriate for the profession, audiences and purposes you serve” (see Table 34) and “Understand how to think critically, creatively and independently” (see Table 32). Lower means were associated with “Understand how to apply basic numerical and statistical concepts” (see Table 36) and “Understand how gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity relate to communications” (see Table 28).

### Table 9-26 “Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances”

<table>
<thead>
<tr>
<th></th>
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<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>5.74</td>
<td>5.91</td>
<td>5.70</td>
<td>5.38</td>
<td>5.70</td>
</tr>
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</table>

Table 9-27 “Understand the history and role of professionals and institutions in shaping communications”

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>5.54</td>
<td>5.65</td>
<td>5.92</td>
<td>5.53</td>
<td>5.66</td>
</tr>
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</table>

Table 9-28 “Understand how gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity relate to communications”

<table>
<thead>
<tr>
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<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.47</td>
<td>5.12</td>
<td>5.96</td>
<td>5.33</td>
<td>5.44</td>
</tr>
</tbody>
</table>

Table 9-29 “Understand the diversity of peoples and cultures and the significance and impact of mass communications in a global society”

<table>
<thead>
<tr>
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<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.95</td>
<td>5.58</td>
<td>6.25</td>
<td>5.62</td>
<td>5.83</td>
</tr>
</tbody>
</table>

Table 9-30 “Understand professional ethical principles and how to work ethically in pursuit of truth, accuracy, fairness and diversity”

<table>
<thead>
<tr>
<th></th>
<th>Advertising</th>
<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.18</td>
<td>6.56</td>
<td>6.36</td>
<td>6.09</td>
<td>6.32</td>
</tr>
</tbody>
</table>

Table 9-31 “Understand concepts and apply theories in the use and presentation of images and information”

<table>
<thead>
<tr>
<th></th>
<th>Advertising</th>
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<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.15</td>
<td>6.02</td>
<td>6.16</td>
<td>5.80</td>
<td>6.03</td>
</tr>
</tbody>
</table>

Table 9-32 “Understand how to think critically, creatively and independently”

<table>
<thead>
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<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.34</td>
<td>6.36</td>
<td>6.40</td>
<td>6.29</td>
<td>6.35</td>
</tr>
</tbody>
</table>

Table 9-33 “Understand how to conduct research and evaluate information by methods appropriate to the profession in which you work”

<table>
<thead>
<tr>
<th></th>
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<th>Journalism</th>
<th>Public Relations</th>
<th>Telecomm</th>
<th>College</th>
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Table 9-34 “Understand how to write correctly and clearly in forms and styles appropriate for the profession, audiences and purposes you serve”

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Table 9-35 “Understand how to critically evaluate your own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness”

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Table 9-36 “Understand how to apply basic numerical and statistical concepts”

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Table 9-37 “Understand how to apply tools and technologies appropriate for the communications professions in which you work”

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Graduate programs:

9. Show that the unit has defined outcomes in the master’s program appropriate to such a program, such as a professional project, a thesis or a comprehensive exam demonstrating development of analytical and critical thinking abilities appropriate to the profession.

Students enrolled in the Master of Arts in Mass Communication or Master of Advertising programs must complete a thesis or a project at the culmination of their studies. The thesis or project requirement details follow.

Three stages of thesis work must be completed by students: (1) Write a prospectus. The length varies as directed by the chair of the committee, usually about five pages. The prospectus is circulated among prospective committee members. If they agree to serve, the student will complete a supervisory committee form, obtain signatures from all committee members, and submit the form. The current-student records coordinator submits the form and the final version of the prospectus to the associate dean for graduate studies for approval. The student then arranges an initial meeting of the supervisory committee to ensure agreement on subject and method. (2) Write a proposal. It will consist most often of the first three chapters of the thesis (the number may depend on the method and format chosen) and a detailed outline of the remainder. Graduate School regulations require a mid-course meeting of the supervisory committee at this point. (3) Write the remainder of the thesis. When the thesis has been shaped into its final form, students arrange a time and place for the final oral examination.

Master’s students planning a project are required to conduct background research and compile a literature review and provide a thorough description of the methods to be employed to complete the project. All members of the supervisory committee must approve the literature review and methods before work begins. Students may select the project option only if they possess the prerequisite technical skills to complete the project. The project may not be designed to teach students, for example, basic production or graphics skills.

The student will present and explain the results of the project or thesis and provide an oral defense to the supervisory committee. All committee members must agree and sign off on the final examination form that the student has met all project requirements and passed the oral defense before the thesis or project is approved.