

## UCF Assessment

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### Assessment Plan and Results

Plan Year:  Status: Plan Approved for  
 DRC Report  
 Program/Unit:  Last Updated: 12/7/2012 11:00:02  
 AM

IE Assessment Rubrics  
 Assessment DRC Chair Instructions  
 Assessment for Unit Heads

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Program/Unit: Journalism - B.A. DRC: College of Sciences  
 Year: 2012-2013 DRC Chair: Cynthia Y Young  
 Due Date: 05/01/2013 Coordinator(s): Boyd Lindsley, Kim Tuorto, Kimberly Voss  
 Reviewer(s): Seth Elsheimer

#### Quick Links:

#### Mission:

Journalism can and should matter. That five-word phrase sums up the mission the School of Communication's Journalism program. If one trusts that a free and responsible press is the bedrock of democracy, then one must assume journalism education matters. It isn't a stretch to say the quality of professional journalism tomorrow is largely determined by the quality of journalism instruction today. Ours is a professional program, and its primary goal is to prepare students to work for the news media, especially websites, newspapers and magazines. Our academic program emphasizes communication, technical skills, research and critical thinking, necessary tools as our graduates engage in writing and editing. In addition to teaching students professional skills, the Journalism program also acquaints students with their historical heritage and with their legal and ethical rights and responsibilities. In a direct sense, our stakeholders include students, faculty, alumni and the members of the professional journalism community where our students intern and will ultimately work. In a broader sense, our stakeholders include members of the larger society because the quality of the news they'll be reading in the years to come is being shaped in our classrooms today.

#### Assessment Process:

The assessment data come from three primary places: 1. All students are required to submit a portfolio that includes at least ten published work samples the semester prior to graduation. No fewer than three faculty members review each portfolio. Faculty fill out two forms: One is the form that determines if the portfolio passes. This form is also considered for assessment purposes. The second form is for assessment purposes only. These two forms are available as attachments in this report for your review. They are attached under Outcome 1. 2. Approximately 80 percent of students complete an internship. We realize that that leaves out 20 percent of our majors who do not. Here's the explanation for this. First, not all Journalism majors qualify for an internship. To obtain an internship, a student must have an

overall GPA of 2.5 and must have completed the basic course that is related to the primary task of their internship. For example, a student who desires to take an internship where her or his primary tasks would be writing and editing must have previously completed JOU 2100 News Reporting and JOU 3201 Editing, the basic courses pertaining to writing and editing. Also, because internships are not required in the major, a small segment of Journalism majors avoid doing them. However, the fact that the overwhelming majority of our students do complete at least one internship, and the fact that the external review and data that we obtain from editors and publishers in the field about the performance of these students is so valuable to us in measuring the quality of our instruction and the learning outcomes of the students, we keep the internship assessment data as a valuable centerpiece of the assessment of our program. The faculty has worked collaboratively to develop an internship assessment form that each employer fills out. In addition to using the form to help determine if a student should receive a satisfactory grade for the internship, we also use the data for assessment purposes. 3. Certain assessment data are to be collected in key classes, including News Reporting. For example, the faculty have agreed that all sections of News Reporting will include a grammar and style exam. The faculty agrees that assessment must be an ongoing process. We are prepared to continue to make changes both to our assessment measures and to our curriculum in light of the data and feedback we receive.

**Mission Statement and Process Comments:**

Good. Well written, reasonable, and complete

**Please consider the following:**

- Concise
- Lists stakeholders
- States purpose
- States primary functions, learning outcomes, and/or operations
- Supports the institution's mission
- Uniquely related to the Academic Program/Administrative Unit

Revision or explanation needed

Satisfactory

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**Outcome: 1**

Journalism graduates will demonstrate strong news judgment, i.e. the ability to recognize and gather news.

**Academic Learning Compact (ALC):**

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

**Measure: 1.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated good news judgment."

**Measure: 1.2**

In evaluating graduation portfolios, the faculty will agree 90 percent of the time that "Overall, the portfolio demonstrates good news judgment on the part of the student."

**Outcome & Measures Review:**

- Revision or explanation needed  
 Satisfactory

**Outcome & Measures Comment:**

Seems fine (except the title of the first attachment below is labeled "FORTFOLIO")

**Attachments:** FORTFOLIO ASSESSMENT FORM.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf PORTFOLIO EVAL FORM 2010.pdf

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**Outcome: 2**

Journalism graduates will use the English language with clarity and precision.

**Academic Learning Compact (ALC):**

- Communication  
 Critical Thinking  
 Discipline-specific knowledge, skills, attitudes and behaviors  
 Not an ALC

**Measure: 2.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated good writing skills."

**Measure: 2.2**

At least 90 percent of graduation portfolios will receive an average rating of "acceptable" (one a five-point scale where 1 = poor, 2 = fair, 3 = acceptable, 4 = good, and 5 = excellent) from three or more faculty members for the following item: The stories in the core news category show depth of reporting and quality writing.

**Outcome & Measures Review:**

- Revision or explanation needed  
 Satisfactory

**Outcome & Measures Comment:**

Good

**Attachments:**

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**Outcome: 3**

Journalism graduates will exhibit a mastery of grammar, punctuation, spelling, and Associated Press style.

**Academic Learning Compact (ALC):**

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

**Measure: 3.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated a good command of grammar, punctuation, spelling, and Associated Press (or house) style.

**Measure: 3.2**

Students in all News Reporting (JOU 2100) classes, will be administered a grammar, style and punctuation exam near the end of the semester. At least 90 percent of students will correctly answer at least 75 percent of the questions.

**Outcome & Measures Review:**

- Revision or explanation needed
- Satisfactory

**Outcome & Measures Comment:**

Reasonable goal

**Attachments:**

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**Outcome: 4**

Journalism graduates will understand and apply successful interviewing techniques.

**Academic Learning Compact (ALC):**

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

**Measure: 4.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated good interviewing skills."

**Measure: 4.2**

All 100 percent graduation portfolios must include minimum of five clips that include direct quotes taken from no fewer than the two interviews per clip. In evaluating those portfolios, the faculty will agree 90 percent of the time that "Overall, the portfolio demonstrates that the student can successfully complete interviews. "

**Outcome & Measures Review:**

- Revision or explanation needed  
 Satisfactory

**Outcome & Measures Comment:**

Seems reasonable and appropriate

**Attachments:**[Top](#)**Outcome: 5**

Graduates will demonstrate the ability to conduct journalistic research.

**Academic Learning Compact (ALC):**

- Communication  
 Critical Thinking  
 Discipline-specific knowledge, skills, attitudes and behaviors  
 Not an ALC

**Measure: 5.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated good research skills."

**Measure: 5.2**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated good reporting skills."

**Outcome & Measures Review:**

- Revision or explanation needed  
 Satisfactory

**Outcome & Measures Comment:**

Good

**Attachments:**[Top](#)**Outcome: 6**

Graduates will demonstrate a respect for deadlines and the ability to consistently meet them.

**Academic Learning Compact (ALC):**

- Communication  
 Critical Thinking  
 Discipline-specific knowledge, skills, attitudes and behaviors  
 Not an ALC

**Measure: 6.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated the ability to meet deadlines."

**Measure: 6.2**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated the ability to tell compelling journalistic stories through an appropriate medium (i.e. photos, words, graphics, etc.)."

**Outcome & Measures Review:**

- Revision or explanation needed  
 Satisfactory

**Outcome & Measures Comment:**

Good

**Attachments:**

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**Outcome: 7**

Graduates will understand the importance of accuracy and demonstrate an ability to practice it.

**Academic Learning Compact (ALC):**

- Communication  
 Critical Thinking  
 Discipline-specific knowledge, skills, attitudes and behaviors  
 Not an ALC

**Measure: 7.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern's work was accurate."

**Measure: 7.2**

At least 90 percent of graduation portfolios will receive an average rating of "acceptable" (on a five-point scale where 1 = poor, 2 = fair, 3 = acceptable, 4 = good, and 5 = excellent) from three or more faculty members for the following item: The published items contain few errors.

**Outcome & Measures Review:**

- Revision or explanation needed  
 Satisfactory

**Outcome & Measures Comment:**

Seems quite reasonable and appropriate

**Attachments:**[Top](#)**Outcome: 8**

Journalism graduates will demonstrate the ability to develop compelling story ideas as well as to tell compelling journalistic stories through an appropriate medium (i.e. photos, words, graphics, etc.)

**Academic Learning Compact (ALC):**

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

**Measure: 8.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern met or exceeded our expectations in terms of developing and pitching story ideas."

**Measure: 8.2**

At least 90 percent of graduation portfolios will receive an average rating of "acceptable" (on a five-point scale where 1 = poor, 2 = fair, 3 = acceptable, 4 = good, and 5 = excellent) from three or more faculty members for the following item: The published items show creativity and originality.

**Outcome & Measures Review:**

- Revision or explanation needed
- Satisfactory

**Outcome & Measures Comment:**

Good!

**Attachments:**[Top](#)**Outcome: 9**

Journalism students will demonstrate an understanding of professional and ethical standards, and act accordingly.

**Academic Learning Compact (ALC):**

- Communication
- Critical Thinking
- Discipline-specific knowledge, skills, attitudes and behaviors
- Not an ALC

**Measure: 9.1**

At least 90 percent of internship supervisors will express agreement with the statement: "The intern behaved ethically."

**Measure: 9.2**

Recognizing that "professionalism" encompasses numerous aspects, seven items (listed below) from the internship assessment form will be combined into an overall scale of professionalism. At least 90 percent of students will have an average of four or higher on a five-point scale, where one represents strongly disagree and five represents strongly agree. The statements to which internship supervisors will be asked to respond are as follows:

"The overall quality of the intern's work was excellent." "The quantity of the work the intern produced met expectations." "The intern demonstrated collegiality." "The intern demonstrated a good attitude toward work." "The intern demonstrated creativity." "The intern demonstrated initiative." "The intern demonstrated adaptability/flexibility."

**Outcome & Measures Review:**

- Revision or explanation needed  
 Satisfactory

**Outcome & Measures Comment:**

Fine

**Attachments:****Institutional Effectiveness Assessment Plan Rubric**

\*If programs or units fail to provide any input, their plan will be evaluated with "No effort (0)."

- Beginning (1)     Emerging (2)     Meets Expectations (3)     Accomplished (4)     Exemplary (5)

**Indicators:**

1. Mission statement includes the following: name of program/unit, purpose, primary functions and activities, and stakeholders
2. Assessment process is provided and describes assessment strategies, and how the program or unit members are involved
3. Number of outcomes:
- administrative units: minimum of three outcomes
  - graduate academic programs: minimum of three student learning outcomes
  - undergraduate academic programs: minimum of eight student learning outcomes that incorporates academic learning compacts
4. Minimum of two appropriate measures for each outcome; at least one is a direct measure
5. Measures establish specific, quantifiable performance targets
6. Measures and targets are designed to promote improvement

**Additional Indicators:**



- 7. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary
- 8. Outcomes in the plan include stretch targets or include measurement of academic or operational initiatives that resulted from previous assessment
- 9. Describes the relationship between the Institutional Effectiveness Assessment plan and the University's Strategic Plan

**Overall Comments on Outcomes and Measures:**

This all looks good. Some details not found earlier have been added making it a more usable document.

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