

## UCF Assessment

### Assessment Plan and Results

Plan Year:  Status: Results Approved  
 for DRC Report  
 Program/Unit:  Last Updated: 11/8/2012 1:12:20 PM

IE Assessment Rubrics  
 Assessment DRC Chair Instructions  
 Assessment for Unit Heads

[View/Submit Results Review](#)   [2010-2011 Results Review](#)

Program/Unit: Journalism - B.A. DRC: College of Sciences  
 Year: 2011-2012 DRC Chair: Cynthia Y Young  
 Due Date: 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.

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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."

### **Result:**

Meets expectations. Internship supervisors are asked to rate on a scale of 5 (strongly agree) to 1 (strongly disagree) whether they agree with the statement, "The intern demonstrated good news judgment." On this measure, 95 percent of students' news judgment skills were rated by supervisors as either a 5 or 4, which is on the top end of the scale of agreement. It should be noted that some supervisors did not answer this question about interns who were doing things that did not relate to the statement such as photography internships for non-news magazines. There were a total of 61 students enrolled in internships over the fall, spring and summer semesters. This number is more significant than the number of supervisors as some internship supervisors oversaw several students. The Orlando Business Journal, for example, had one supervisor for six of our students in one semester.

### **Review:**

- ☐ Revision or explanation needed

☒ Satisfactory

**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."

**Result:**

Did not meet expectations. Four faculty members reviewed a total of 56 portfolios in the fall 2011, spring 2012 semesters. Only 72 percent were assessed as demonstrating good news judgment. Sixteen were judged deficient in the area of news judgment. Those portfolios that did not pass were returned to students for additional work.

**Review:**

☐ Revision or explanation needed  
☒ Satisfactory

**Reflective Statement:**

Determining and applying news values are at the center of our journalism curriculum. The students' grasp of news judgment are reflected in their internship work, but fall short when submitting portfolios to the faculty. We suspect that when a student is working at a professional publication, for an editor who could potentially hire them, she or he perceives that the stakes of their performance are much higher than that for the classroom and their professors. We believe that we must do a better job of narrowing that perception gap and reinforcing the importance of the portfolio as the key that turns the door to a job in the professional media world. Too many times, we suspect, students view the portfolio as merely a requirement -- a speed bump if you will -- on their way to graduation. So a significant segment tend to place in their portfolios light, fluffy "filler" stories written for the campus newspaper that have little "nutritional" news value. And that is reflected in the results for this measure. The majority of the failing portfolios were submitted in the fall 2011 semester (13). We addressed our concerns with the student editors at the end of the fall semester. We saw a concerted effort by the student newspaper editors to correct this issue and do a better job of steering their reporters toward more timely and newsworthy stories, as only three portfolios were judged as lacking news judgment in the spring.

**Reflective Statement Review:**

☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

The program set ambitious goals and either met them or attempted to determine why they didn't and took corrective action.

**Attachments:** FORTFOLIO ASSESSMENT FORM.pdf JOURNALISM 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."

**Result:**

Expectations were met in this area. Ninety-seven percent of our interns (56 out of 58) were rated by their supervisors as scoring either 4 or higher (out of 5) in the quality of their writing. Again, supervisors of interns that did not involve writing, such as photography, did not answer this question. We are not assessing scores of a 4 versus a 5. Rather, we consider anything 4 or higher acceptable. There were a total of 61 students enrolled in internships over the fall, spring and summer semesters. This number is more significant than the number of supervisors as some internship supervisors oversaw several students. The Orlando Business Journal, for example, had one supervisor for six of our students in one semester.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**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.

**Result:**

Meets expectations. Four faculty members reviewed the fifty-four portfolios submitted for the year, with three faculty reviewing each portfolio. Only five portfolios were judged to not meet the rating of a 3 or better regarding the category of depth of reporting and quality of writing, thus 90.7% did achieve the acceptable rating.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Reflective Statement:**

Internship supervisors regularly comment about the quality of our students' writing. The four faculty members were also impressed by the quality of the writing in the portfolios that passed the assessment.

**Reflective Statement Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

The program apparently met an ambitious but reasonable goal.

**Attachments:**[Top](#)**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.

**Result:**

Meets expectations. Ninety-five percent of the student interns (55 out of 58) were rated 4 or higher (out of 5) by the supervisors who answered the question regarding good command of grammar, punctuation, spelling and A.P. Style. We are not assessing scores of a 4 versus a 5. Rather, we consider anything 4 or higher acceptable. Again, supervisors of interns in areas like layout or photography did not respond. A total of 61 students interned during this time period.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**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.

**Result:**

Did not meet expectations (insufficient data). There were three sections of this class taught in the fall and two in the spring, with approximately 18 students per class. The person who taught three of the sections of JOU 2100 did not gather this information. This class is increasingly being taught by adjuncts. In the classes where data was collected, only 77 percent of the students scored at least a 75 percent on the exam. In the fall, 16 of 19 students passed with a score of 75 percent or above. In spring, 11 of 16.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Reflective Statement:**

The difficulty of using JOU 2100 is the use of adjuncts and last-minute hires who don't know about this new requirement. This was compounded by three different area coordinators in three semesters. In the future a reminder will be sent out to the faculty and adjuncts teaching JOU 2100 prior to the semester beginning and again near the end of the semester. The area coordinator will gather specific data for the next assessment.

**Reflective Statement Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

Although the goal of Measure 3.2 appears not to have been met and there was obviously some trouble with the data gathering process, it seems now that appropriate corrective measures are planned and may even be underway.

**Attachments:**[Top](#)**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."

**Result:**

Meets expectations. Ninety-five percent of the student interns (55 out of 58) were rated 4 or higher (out of 5) by the supervisors who answered the question regarding good interview skills. We are not assessing scores of a 4 versus a 5. Rather, we consider anything 4 or higher acceptable. Again, supervisors of interns in areas like layout or photography did not respond. A total of 61 students were interns during this time period.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**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. "

**Result:**

Met expectations. 100 percent of the 34 portfolios that passed the portfolio requirement for graduation demonstrated that the student could complete interviews by including at least five clips with direct quotes from two sources. Four journalism faculty reviewed the portfolios.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Reflective Statement:**

Our students' ability to interview is a strength of the program. These skills are at the core of our writing and reporting curriculum. It is reinforced by assignments that require numerous sources.

**Reflective Statement Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

This seems mostly 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."

**Result:**

Meets expectations. Ninety-five percent of the student interns (58 out of 61) were rated 4 or higher (out of 5) by the supervisors. We are not assessing scores of a 4 versus a 5. Rather, we consider anything 4 or higher acceptable. A total of 61 students interned during this time period.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 5.2**

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

**Result:**

Meets expectations. Ninety-five percent of the student interns (55 out of 58) were rated 4 or higher (out of 5) by the supervisors who answered the question regarding good reporting skills. We are not assessing scores of a 4 versus a 5. Rather, we consider anything 4 or higher acceptable. Again, supervisors of interns in areas like layout or photography did not respond. A total of 61 students interned during this time period.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Reflective Statement:**

The strong research and reporting skills that are taught in our journalism classes are being reflected in the work that students are doing in their internships.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory



**Overall Outcome Results Review Comment:**

Okay

**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."

**Result:**

Meets expectations. Ninety-five percent of the student interns (56 out of 59) were rated 4 or higher (out of 5) by the supervisors who answered the question regarding the ability to meet deadlines. We are not assessing scores of a 4 versus a 5. Rather, we consider anything 4 or higher acceptable. Again, some supervisors of interns in areas like layout or photography did not respond. A total of 61 students interned during this time period.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Measure: 6.2**

Students in all journalistic writing courses (including News Reporting, Advanced Reporting and Public Affairs Reporting) will receive a timed, in-class writing assignment (appropriate for the specific course) at or near the end of the semester. At least 90 percent of students will complete a "satisfactory" story in the allotted time. The definition of satisfactory will vary by course, but a minimum will include meeting the minimum length requirement, demonstrating solid news judgment and avoiding factual errors.

**Result:**

Met expectations (in classes where data was collected). Ninety percent of all students in the journalism writing courses that administered time writings completed a "satisfactory" story in the allotted time period. As noted in measure 3.2, three of the News Reporting classes did not conduct a timed writing. In News Reporting, fall 2011, 16 of 19 passed and in spring 2012, 15 of 16. In Advanced Reporting, fall 2011, 14 out of 15 passed.

**Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Reflective Statement:**

Deadlines are becoming tighter and tighter and thus quick reporting and writing are emphasized in our journalism classes. In terms of data collection, we have been offering fewer classes like Public Affairs Reporting and more sections related to online journalism. We should look at how to assess deadline driven reporting in that area. But we also need to do a better job of data collection in the writing classes we are offering, and this will entail stronger communication at the beginning of the semesters with adjuncts.

**Reflective Statement Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Overall Outcome Results Review Comment:**

Mostly reasonable and appropriate. Some modifications in response to data are being made.

**Attachments:**[Top](#)**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."

**Result:**

Meets expectations. Ninety-five percent of the student interns (58 out of 61) were rated either 4 or higher (out of 5) by the supervisors. We are not assessing scores of a 4 versus a 5. Rather, we consider anything 4 or higher acceptable.

**Review:**

- ☐ Revision or explanation needed

☒ Satisfactory

**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.

**Result:**

Meets expectations. 52 out of 56 portfolios (or 92.8 percent) evaluated by the four members of the Journalism faculty were assessed an average rating of acceptable (3 out of 5) or better regarding the question of whether the published items contained few errors. We are not assessing scores of a 3 or a 4 verses a 5. Rather, we consider anything 3 or higher acceptable.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Reflective Statement:**

The emphasis on accuracy that is found in all of the journalism skills classes are reflected in the work students are doing in their portfolios and at their internships.

**Reflective Statement Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

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 demonstrated the ability to tell compelling journalistic stories through an appropriate medium (i.e. photos, words, graphics, etc.)."

**Result:**

This statement was mistakenly left off the revised internship assessment sheet. It will be added to the form beginning this year.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 8.2**

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."

**Result:**

Meets expectations. Ninety percent of the student interns (52 out of 58) were rated 4 or higher (out of 5) by the supervisors who answered the question regarding developing and pitching story ideas. We are not assessing scores of a 4 versus a 5. Rather, we consider anything 4 or higher acceptable. Again, supervisors of interns in areas like layout or photography did not respond. A total of 61 students interned during this time period. However, anecdotally, supervisors did share concerns about students being more assertive in story pitches. This is something we plan to address in the future.

**Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

**Measure: 8.3**

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.

**Result:**

Meets expectations. 51 of the 56 portfolios (or 91 percent) evaluated by the four members of the Journalism faculty were assessed an average rating of acceptable (3 out of 5) or better regarding the question of whether the published items showed creativity or originality. We are not assessing scores of a 3 or a 4 versus a 5. Rather, we consider anything 3 or higher acceptable.

**Review:**

- ☐ Revision or explanation needed

☒ Satisfactory

**Reflective Statement:**

While acceptable ratings were achieved, we believe that more work needs to be done on story pitching. Professor Rick Brunson is overseeing all of the interns this semester as we look at improving the internship process. He is making site visits to the internship hosts to gather ideas.

**Reflective Statement Review:**

☐ Revision or explanation needed  
☒ Satisfactory

**Overall Outcome Results Review Comment:**

Okay

**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."

**Result:**

Meets expectations. One hundred percent of supervisors agreed with the statement: "The intern behaved ethically." A total of 61 students interned during this time period.

**Review:**

☐ Revision or explanation needed  
☒ Satisfactory

**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.”

### Result:

Students scored an average of 4 or higher in the above professionalism areas. In fact, there was rarely a 3 in any category. Our students consistently do well in the area of professionalism. This is helped by a beginning of the semester internship meeting where we discuss dress code, being on time, when to check email, etc. Past interns speak at this meeting about what they learned.

### Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

### Reflective Statement:

Our internship meeting at the beginning of the semester is helpful in establishing expectations for professionalism. Professor Rick Brunson is holding an end-of-the semester meeting in Fall 2012 to assess what students gained from their internships.

### Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

### Overall Outcome Results Review Comment:

Okay

### Attachments:

#### Changes to Academic Process:

- ☒ Modify Frequency or Schedule of Course Offerings
- ☐ Make Technology Related Improvements
- ☐ Make Personnel Related Changes
- ☐ Implement Additional Training
- ☐ Revise Advising Standards or Process
- ☐ Revise Admission Criteria
- ☐ Other implemented or planned change
- ☐ No Changes to Academic Process

#### Criteria:

Please comment on implemented and planned changes

- ☒ Clear statement of change(s)
- ☒ Description of how changes created improvements; make suggestions for future cycles

#### Review:

**Explain EACH item checked above:**

The class Magazine Production will now be offered every semester rather than once a year to strength the Magazine Minor.

☐ Revision or explanation needed

☒ Satisfactory

**Review Comments:****Changes to Curriculum:**

- ☐ Revise and/or Enforce Prerequisites
- ☐ Revise Course Sequence
- ☐ Revise Course Content
- ☒ Add Course
- ☐ Delete Course
- ☒ Other implemented or planned change
- ☐ No Changes to Curriculum

**Explain EACH item checked above:**

We added the lecture course Principles of Journalism for Fall 2012. It will replace Visual Communication as a required course for the major. We are also proposing a class in social media writing and journalism. In the Fall of 2012, we will be evaluating the classes in the Magazine Minor and making changes.

**Changes to Assessment Plan:**

- ☐ Revise Student Outcome Statement
- ☐ Revise Measurement Approach
- ☐ Collect and Analyze Additional Data and Information
- ☐ Change Method of Data Collection
- ☒ Other Planned Changes
- ☐ Plan has been reviewed and no change made
- ☐ No Changes to Assessment Plan

**Explain EACH item checked above:**

We are still working to implement the significant changes made to assessment in 2011-2012. The faculty and adjuncts who teach JOU 2100 will be made aware of the assessment expectations that come with teaching that class through emails and a notice in their campus mailboxes. The area coordinator will confirm that the correct internship assessment forms with all needed questions are used in 2012-2013.

**Curriculum/Course-related Assessment Methods:**

- ☐ Capstone Course
- ☐ Capstone Project or Performance Evaluation
- ☐ Case study / Simulation

- ☐ Course-embedded Questions
- ☒ Portfolio
- ☐ Rating Scale / Scoring Rubric (yields a grade)
- ☐ Assessment Rubrics (student demonstrates proficiency)
- ☐ Lab Journals / Reports
- ☐ Observation (focused on specific program outcomes)
- ☐ Other method

**Explain EACH item checked above:**

We will continue to use the Journalism Portfolio Evaluation to assess learning, performance and readiness to enter the field upon graduation.

**Examinations/Tests:****Standardized:**

- ☐ Nationally-normed Exam
- ☐ State-normed Exam
- ☐ Other

**Explain EACH item checked above:****Local:**

- ☐ Post-test Only
- ☐ Pre-post Test
- ☒ Other exam or test

**Explain EACH item checked above:**

We will continue to rely on the timed breaking news assignment and the grammar/style test in our JOURNALISM 2100 News Reporting class to provide measurement of progress/improvement in the areas of meeting deadlines and writing proficiency. We will also use a timed breaking news assignment in the upper-level reporting classes as we have done in the past.

**Surveys:****Institution (UCF):**

- ☐ UCF Graduating Student Survey (Seniors or Graduate student)
- ☐ Alumni Survey
- ☐ Student Satisfaction Survey
- ☐ First Destination Survey



☐ Employee Survey

**Explain EACH item checked above:**

**Local:**

- ☐ Alumni Survey (Department or Program; not UCF)  
☐ Customer Satisfaction Survey  
☒ Exit and Other Interviews

**Explain EACH item checked above:**

We will continue to rely on the Internship Assessment surveys supplied to us by the supervisors of our interns.

**Other Survey(s):**

- ☐ National Survey  
☐ State Survey  
☐ Other Survey

**Explain EACH item checked above:**

**Miscellaneous Assessment Methods:**

- ☐ Advisory Board  
☐ Focus Group  
☐ Institutional Data  
☐ Student Records  
☐ Accreditation Reviews (e.e. SACS, NCATE, ABET)  
☐ Other

**Explain EACH item checked above:**

**Institutional Effectiveness Assessment Results Rubric**

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

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

**Indicators:**

- ☒ 1. Complete and relevant data are provided for all measures OR if data are incomplete or missing, an explanation is provided
- ☒ 2. Data reporting is thorough (see below )  
 i.e., populations are defined; sampling methods and response rates are provided with survey data, etc.
- ☒ 3. Results for each measure indicate whether the target for that measure has been met

- ☒ 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes
- ☒ 5. Implemented and planned changes are included and are linked to assessment data, or if no changes are reported, an explanation is provided
- ☒ 6. Assessment instruments are attached or linked to if not proprietary

#### **Additional Indicators:**

- ☒ 7. Includes description of how the assessment process has been useful to your program or unit
- ☐ 8. Includes description of how IE Assessment has resulted in quality improvement initiatives
- ☐ 9. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process

#### **Summary of Assessment Process:**

Think about the last few years and describe evidence-based changes that have taken place because of assessment. Also address other factors that have caused changes to be made (e.g., state mandate, accreditation review recommendations).

There were many challenges in working on this assessment. Our assessment process has changed over the last few years. The major changes made in 2010-2011 are still being implemented. Dr. Steve Collins who oversaw those changes was out of the country for the year and the area coordinator position was split between Prof. Rick Brunson in the Fall 2011 semester and myself in the Spring 2012 semester. The position changes along with a last minute one-year hire meant there was a lack of communication regarding assessment. This communication should improve with a consistent area coordinator. The Journalism faculty will be meeting in the Fall 2012 semester to clarify assessment expectations.

The consistent elements in the Journalism curriculum are the internship and the portfolio assessment. The portfolio assessment has enabled the Journalism program to foster a strong relationship with the Gannett-owned student newspaper, the Central Florida Future. This is important as students need clips from the student newspaper to gain valuable experience that can lead to an internship. Furthermore, the high standards for the portfolio is helping improve the quality of the student newspaper. The internship assessment has shown us the importance of being on top of the changes in the journalism industry. Most supervisors praised the skills that the students gained in the Multimedia Journalism class - formerly called Converged Journalism. We are adding an additional class about online journalism in Spring 2012 to build on this skill set. We are also proposing a class in social media writing and journalism. Our attention to the changes in the industry have served our graduates well as it is in these areas that they are being hired. From an assessment perspective, we plan to add a question to the internship survey regarding multimedia. We also plan to address the question of multimedia as a requirement for the portfolio.

Our overall concern is the potential loss of a visiting instructor line, which will cut our faculty by 25%. Making this situation even more dire, this

#### **Review**

##### **Criteria:**

(Examples: Could you be more specific? Has your benchmark remained at this level too long?)

☐ Revision or explanation needed

☒ Satisfactory

##### **Review:**

Mostly reasonable and appropriate goals but it seems the program is still working out the details of data gathering and reporting.

person has taught all of our multimedia classes for the past four years and has led a partnership with Radio-Television in Fall 2012.

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