

# UCF Assessment

## Assessment Plan and Results

Plan Year:  Status: Plan Approved for DRC Report  
 Program/Unit:  Last Updated: 1/5/2018 4:26:09 PM

We strongly recommend not copying directly from Microsoft Word or Excel to the rich text boxes as the text being copied may contain html and/or xml code which may hinder how the document is viewed. We suggest to first paste the text to notepad, then copy the text from notepad to the rich text box.

Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward  
 Assessment Coordinator Instructions

View/Submit Plan Review  2016-2017 Plan Review

Program/Unit: Journalism - B.A. DRC: College of Sciences  
 Year: 2017-2018 DRC Chair: Elizabeth Grauerholz  
 Due Date: Coordinator(s): Kim Tuorto, Steven Collins, Lindsay Neuberger  
 Reviewer(s): Amy Donley

**Quick Links:**

### Mission:

What is the primary purpose and functions of the program/unit? Who are the stakeholders?

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:

Who is conducting the assessment? What are they doing? What do you want to assess (what are your outcomes)? How do you plan to assess it (strategies, tools, measures)? How will you review and analyze the data? How are you going to use the assessment results to improve your program/unit? How will you communicate the results to other faculty or staff members?

The assessment process will be conducted by the journalism faculty and the data will come from three primary places, faculty review and evaluation of portfolios, internship supervisor evaluations and student surveys. 1. Portfolios: 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 (attached as Portfolio Evaluation Form 2010) that determines if the portfolio passes. This form is also considered for assessment purposes.

The second form (attached as Portfolio.pdf) 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. Internship Evaluations: 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. Student surveys: Provide a student-centered perspective on specific student learning outcomes through the use of the graduating senior and first destination surveys. Although the journalism program is currently in a period of transition, our strategic plan and the skills we want to assess, such as the outcomes: use of good judgement, applying good writing and research skills, and understanding and exhibiting professional and ethical standards, remain the same. At the end of each cycle we will have data from faculty, internship supervisors and students that will enable us to make any necessary curriculum and/or program changes to close the loop on assessment. Results will be discussed and analyzed first among the journalism faculty and then presented to the NSC faculty at a faculty meeting or the August faculty workday. Any potential curriculum/program changes will be processed and circulated to the staff.

### Relationship to Strategic Plan:

How are one or more of the outcomes or measures linked to the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level. Describe in explicit terms the alignment with strategic planning. You can find the UCF Collective Impact Strategic Plan through the hyperlink above or by going to the assessment login page under 'Related UCF Links,' click on 'Strategic Plan.'

Assessment of all the learning outcomes (one through eight) through these measures will link to the UCF's strategic plan of offering the best undergraduate education available in Florida and the journalism program's strategic plan and our primary goal of to provide a professional program that prepares students to work for the news media, especially websites, newspapers and magazines. Our professional oriented program will introduce and reinforce student learning in areas of communication, technical skills, research and critical thinking, necessary tools as our graduates engage in writing and editing. Professional excellence through our partnerships with local employers and professional organizations support UCF's strategic plan to be America's leading partnership University through our internship program (outcomes 1 through eight, measure one). Connections to local and national industry organizations such as the National Association of Hispanic Journalist (NAHJ) and the National Association of Black Journalist (NABJ) link to UCF's strategic plan to become more inclusive and diverse. 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. Also, as the Nicholson School continues to explore collaboration with international programs, we will explore the possibility of internships abroad.

### Mission, Process & Strategic Plan Comments:

Very thorough presentation of the mission, stakeholders, assessment plan, and connections to the strategic plan. AD 11/5

- Zack's notes 11/21/17
- Mission:
  - Looks good.
- Assessment Process:

### Please consider the following:

- Concise
- Lists stakeholders
- States purpose
- States primary functions, learning

- Looks pretty good.
- Relationship to Strategic Plan:
  - Looks pretty good. Remember with the new collective impact strategic plan introduced recently, they want us to begin going a little deeper into that document and connecting our assessment outcomes to some of the more specific rubrics within the strategic plan. They want us to go a little deeper than the 5 UCF goals. In the next plan, see if you can make some of those connections.

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

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 85 percent of internship supervisors will express agreement (rating of 7 or higher on a 10 point scale) with the statement: "The intern demonstrates good (or better) news judgment."

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Measure: 1.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a

similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

In evaluating graduation portfolios, the faculty will agree (score of 3 or higher on a 5 point scale) 90 percent of the time that "The stories display a range of content, demonstrating the ability to effectively cover a wide range of topics."

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes  
☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

#### **Outcome & Measures Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

#### **Outcome & Measures Comment:**

No changes are planned to Outcome 1 AD 11/5

- Zack's notes 11/21/17
  - Outcome 1:
    - Outcome statement looks good.
  - Measure 1.1:
    - Measure looks good, except I would like to know what constitutes "agreement"... The attached form indicates a 5 point scale. Is a 3 or better considered agreement, or 4 or better? It would be good if you could clarify that in the measure. (or maybe the attachment is just outdated and attaching a more updated form would answer my questions?)
    - Measure 2.2 is a good example of how to better word the measure.
  - Measure 1.2:
    - Looks good, but same as 1.1. The measure just says that faculty will agree that "the stories display a range of content..." There is a 5 point scale on the form, what constitutes success a 2 or higher, 3 or higher?
    - Measure 2.2 is a good example of how to better word the measure.
  - Attachments:
    - The only attachments I think we need (at least for the plan) are the two rubrics which are fine. I cannot open the .sav and .spv attachments, though I don't know that they are needed anyway.
- 
- Zack's notes 1/5/18
  - 1.1: requested revision made
  - 1.2 requested revision made
  - attachments adjusted as suggested.

**Attachments:** Jou Internship survey.pdf PORTFOLIO\_EVAL\_FORM.pdf

**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**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will rate the interns writing skills as very good or excellent (rating of 7 or higher on a 10 point scale).

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

**Measure: 2.2**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of graduation portfolios will receive an average rating of "acceptable" (rating of 3) or better (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 stories in the core news category show depth of reporting and quality writing.

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Measure: 2.3

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the senior survey journalism program specific question "do you agree or disagree that you developed a mastery of basic journalism writing skills", 90 percent or more graduating seniors completing the survey will agree with the statement (by selecting agree or strongly agree).

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Outcome & Measures Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

### Outcome & Measures Comment:

No changes planned for Outcome 2. AD 11/5

- Zack's notes 11/21/17
- Outcome 2:
  - Outcome statment looks good.
- Measure 2.1:
  - Pretty good, but as with 1.1, the attached internship assessment form, doesn't seem to match the language in the measure. The measure says the writing skills we be rated "good, very good, or excellent", but the attached form uses a 5 point scale from "strongly disagree to strongly agree"... What constitutes "good, very good, or excellent". Please either clarify in the language of the measure or update the attachment to match the language that you intend to use for the measure.
- Measure 2.2:

- Good... one small suggestion. add "or better" after "acceptable" in the first sentence, so that it reads, "At least 90 percent of graduation portfolios will receive an average rating of "acceptable" *or better*..."
  - This is a good example of what I was talking about in the previous measures of explaining what constitutes "acceptable" and making sure the language in the measure matches the format/language of the rubric.
  - Measure 2.3:
    - Good... another good example of how to word the measure with specifics about what constitutes agreement.
  - Attachments:
    - As with outcome 1, I don't know that the .spv and .sav attachments are necessary. I can't open them anyway.
    - There also seems to be 2 portfolio related attachments. The "PORTFOLIO.pdf" attachment doesn't seem to relate to any of the measures here, so it probaby does not need to be attached here.
- 
- Zack's notes 1/5/18
  - 2.1: requested revision made.
  - attachments adjusted as requested.

**Attachments:** PORTFOLIO\_EVAL\_FORM.pdf JOU Program Specific Grad Sr. Survey.xlsx Jou Internship survey.pdf

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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

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will express agreement (rating of 7 or higher on a 10 point scale) with the statement: "The intern demonstrates a good command of grammar, punctuation, and Associated Press (or house) style.

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Measure: 3.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the senior survey journalism program specific question "do you agree or disagree that you developed a mastery of basic journalism editing skills", 90 percent or more graduating seniors completing the survey will agree with the statement (by selecting agree or strongly agree).

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Outcome & Measures Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

### Outcome & Measures Comment:

No changes planned for Outcome 3 AD 11/5

- Zack's notes 11/21/17
- Outcome 3:
  - Outcome statement looks good.
- Measure 3.1:
  - Good, but as with previous measures, what constitutes agreement?
- Measure 3.2:
  - Good.
- Attachments:
  - The only attachments necessary for this outcome are the internship assessment and the graduating senior survey. The others can be removed from this outcome.
  - I also received an error message when trying open all of the attachments on this outcome regardless of file type. Maybe try reattaching the necessary documents.
- Zack's notes 1/5/18
- 3.1: requested revision made.
- attachments. suggested changes made. Internship form looks good. I still get an error when attempting to open the graduating seniors survey document. Perhaps for next time, try making



it a PDF and then attaching it.

**Attachments:** Jou Internship survey.pdf Graduating Seniors Survey Jou program specific.docx

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#### Outcome: 4

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: 4.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will rate the interns research skills as very good or excellent (rating of 7 or higher on a 10 point scale).

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

#### Measure: 4.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will rate the interns reporting skills as very good or excellent (rating of 7 or higher on a 10 point scale).

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes

☐ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Measure: 4.3

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the first destination survey where 1= very little and 7= very much, 90 percent or more graduating students completing the survey will select 5 or higher, for the question that asks "rate the extent your UCF experience contributed to your knowledge, skills and professional development in research."

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

☐ Yes

☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Outcome & Measures Review:

☐ Revision or explanation needed

☒ Satisfactory

### Outcome & Measures Comment:

No changes planned for Outcome 4. AD 11/5

- Zack's notes 11/21/17
- Outcome 4:
  - Outcome statement is good.
- Measure 4.1:
  - good.
- Measure 4.2:
  - good.
- Measure 4.3:
  - good.
- Attachments:
  - Please attache the internship assessment form and the first destination survey. Or provide an explanation for why they cannot be attached. (or for the internship assessment form, you could say something like "see the internship assessment form attached to outcome 1" It is probably best to just attach it here too though)

- Zack's notes 1/5/18
- Attachments revised as suggested.

**Attachments:** Jou Internship survey.pdf First\_Destination\_Survey\_Journalism\_form (1).xlsx

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### Outcome: 5

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: 5.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will rate the interns deadline responsibility as very good or excellent (rating of 7 or higher on a 10 point scale).

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

#### Measure: 5.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 95 percent of students in News Reporting will demonstrate the ability to complete a timed writing assignment under a tight deadline (25 minutes or less). On or near the final day of class, the instructor of each section of News Reporting will provide students with a fact sheet and give them 25 minutes or less to complete the story. Instructors will report to the Area Coordinator the number of

students who began the assignment and the number who completed it in the required amount of time while meeting minimum expectations for story length and accuracy.

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☒ Yes  
☐ No

**Specify prior year's results:**

Journalism - B.A.

- |                              |                              |                              |   |                              |                              |
|------------------------------|------------------------------|------------------------------|---|------------------------------|------------------------------|
| <input type="checkbox"/> 1.1 | <input type="checkbox"/> 2.3 | <input type="checkbox"/> 4.2 | <input checked="" type="checkbox"/> 5.2 | <input type="checkbox"/> 6.2 | <input type="checkbox"/> 8.1 |
| <input type="checkbox"/> 1.2 | <input type="checkbox"/> 3.1 | <input type="checkbox"/> 4.3 | <input type="checkbox"/> 5.3            | <input type="checkbox"/> 7.1 | <input type="checkbox"/> 8.2 |
| <input type="checkbox"/> 2.1 | <input type="checkbox"/> 3.2 | <input type="checkbox"/> 5.1 | <input type="checkbox"/> 6.1            | <input type="checkbox"/> 7.2 | <input type="checkbox"/> 8.3 |
| <input type="checkbox"/> 2.2 | <input type="checkbox"/> 4.1 |                              |   |                              |                              |

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

We are looking for continued improvement in this area as a sign that changing the scheduling\* of News Reporting has allowed for increased emphasis on deadline writing which in turn has resulted in more students successfully completing the writing assignment. \* Starting in fall 2017 News Reporting classes will still be mixed mode but will be listed as meeting twice a week giving instructors more flexibility. In other words a professor will now have the option of making students come to class twice a week when he/she determines that a particular area (such as deadline writing) demands more face-to-face attention. In other cases, a professor may determine that students are better served having time outside of class to practice their craft.

**Measure: 5.3**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of students in Advanced Reporting and Electronic Journalism I will demonstrate the ability to complete a timed writing assignment under a tight deadline (25 minutes or less). On or near the final day of class, the instructor of each these courses will provide students with a fact sheet and give them 25 minutes or less to complete the story. Instructors will report to the Area Coordinator the number of students who began the assignment and the number who completed it in the required amount of time while meeting minimum expectations for story length and accuracy.

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes  
☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

**Outcome & Measures Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

**Outcome & Measures Comment:**

The change in Measure 5.2 reflects the department using prior assessment results in changing the curriculum and program to increase student learning outcomes. AD 11/5

- Zack's notes 11/21/17
  - Outcome 5:
    - Outcome looks good.
  - Measure 5.1:
    - good.
  - Measure 5.2:
    - good.
    - Interesting change that could potentially lead to improvement... When reporting the results it will be important to collect information from the instructors of the course regarding how they chose to use that option, for what purpose, and to what end.
  - Measure 5.3:
    - good.
  - Attachments:
    - Of the attachments included here, only the internship assessment form is needed.
    - An attachment for measure 5.2 and 5.3 should be included. Ideally a copy of the writing assessment and the criteria that needs to be met for minimum expectations of story length and accuracy. (an example assignment would also be acceptable if the actual assignment varies or is not available.)
- 
- Zack's notes 1/5/18
  - Attachments revised as requested.

**Attachments:** Jou Internship survey.pdf assessment2100timedwriting\_factsheet\_rubric.doc

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**Outcome: 6**

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: 6.1**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will rate the interns accuracy of work as very good or excellent (rating of 7 or higher on a 10 point scale).

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes  
☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### **Measure: 6.2**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of graduation portfolios will receive an average rating of "acceptable" or better (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.

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes  
☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### **Outcome & Measures Review:**

- ☐ Revision or explanation needed  
☒ Satisfactory

### **Outcome & Measures Comment:**

No changes to Outcome 6. AD 11/5

- Zack's notes 11/21/17
- Outcome 6:
  - Outcome statement is good.
- Measure 6.1:
  - good.
- Measure 6.2:
  - good.
- Attachments:
  - I don't think the "PORTFOLIO.pdf" attachment is relevant to this outcome.

- The .spv and .sav attachments are also not needed, nor am I able to open them.
- The Internship Assessment Form and the Portfiolo eval form should be attached, but I received error messages when trying to open them, (maybe try removing them and then reuploading them?)

- Zack's notes 1/5/18
- attachments revised as suggested.

**Attachments:** PORTFOLIO\_EVAL\_FORM.pdf    Jou Internship survey.pdf

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### Outcome: 7

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: 7.1

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will express agreement (rating of 7 or higher on a 10 point scale) with the statement: "The intern met or exceeded our expectations in terms of developing and pitching story ideas."

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Measure: 7.2

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will express agreement (rating of 7 or higher on a 10 point scale) with the statement: "The intern demonstrated the ability to tell compelling journalistic stories through an appropriate medium (i.e. photos, words, graphics, etc.)."

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

#### **Outcome & Measures Review:**

- ☐ Revision or explanation needed
- ☒ Satisfactory

#### **Outcome & Measures Comment:**

No changes to Outcome 7. AD 11/5

- Zack's notes 11/21/17
  - Outcome 7:
    - Outcome statement is good.
  - Measure 7.1:
    - pretty good, but as with other measures, what constitutes "agreement" is it a 3 or higher, 4 or higher, on the assessment form? Please clarify in the measure statement.
  - Measure 7.2:
    - pretty good, but again here what constitutes "agreement"? Please clarify in the measure statement.
  - Attachments:
    - Only the internship assessment form is needed with this outcome.
    - I received an error message when trying to open the attachment. (maybe try removing and then reattaching it?)
- 
- Zack's notes 1/5/18
  - 7.1: requested revision made.
  - 7.2: requested revision made.
  - Attachments revised as suggested.

**Attachments:** Jou Internship survey.pdf

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#### **Outcome: 8**

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: 8.1**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

At least 90 percent of internship supervisors will express agreement (rating of 7 or higher on a 10 point scale) with the statement: "The intern behaves ethically."

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

**Measure: 8.2**

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

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 eight or higher on a ten-point scale, where one represents poor and ten represents excellent. The attributes that supervisors will be asked to respond are as follows: The overall quality of work, quantity of work, initiative, collegiality, creativity, attitude toward work, and adaptability/flexibility.

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes
- ☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it

measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Measure: 8.3

Must be an appropriate, quantitative measure that contains performance targets. If you are not providing an attachment, please include the URL or a description of the proprietary instrument in the measure. If using a question in an exam or test that is proprietary, please include an example of a similar question. It is fine to attach a draft of your assessment tool and you can attach a revised document when you submit the results.

On the senior survey journalism program specific question "do you agree or disagree that you developed an adequate understanding of the field's ethics", 90 percent or more graduating seniors completing the survey will agree with the statement (by selecting agree or strongly agree).

**Does this measure assess change(s) designed to improve student learning, program quality, or unit performance in response to the previous year's assessment results? (To see prior year's 'Results and Reflective Statement', please click on the following link which will open in a new window 2016-2017 Results, Reflective Statements & Planned Changes)**

- ☐ Yes  
☒ No

**If yes, explain how this measure assesses a new change. If no, explain the reason why this measure does not do so:**

This measure serves as an important metric not of any change we made to our program but rather it measures an enduring principle that the journalism program as always and will always stand for. Although we do hope to see improvement in this area over time, as it measures a student's ability near the very end of their time with us, it is unrealistic to expect that recent changes to our curriculum will have already born fruit.

### Outcome & Measures Review:

- ☐ Revision or explanation needed  
☒ Satisfactory

### Outcome & Measures Comment:

No changes to Outcome 8. AD 11/5

- Zack's notes 11/21/17
- Outcome 8:
  - Outcome statement is good.
- Measure 8.1:
  - Pretty good, but as with other measures, what constitutes agreement? Is it a rating of 3 or higher, 4 or higher? Please clarify in the measure statement.
- Measure 8.2:
  - Pretty good, but I'm not sure that the internship form matches with the measure. It may be that the internship form attached is outdated (if so, it should be updated for all appropriate measures). I don't see an item on the internship form related to quantity of work as described in the measure, and the measure references and 10 point scale, but everything on the internship form attached uses a 5 point scale. Please revise accordingly.
- Measure 8.3:
  - Good.
- Attachments:
  - Only the internship assessment form and the graduating survey need to be attached to this outcome.
  - Please attach the graduating survey.
  - I think the internship form needs to be updated or the measure more clearly explained to address my concerns raised above.

- When trying to open the attachments on this outcome I received an error message (maybe try removing then reattaching?)

- Zack's notes 1/5/18
- 8.1: Requested revision made.
- 8.2: requested revision made.
- attachments revised as suggested.

**Attachments:** Jou Internship survey.pdf JOU Program Specific Grad Sr. Survey.xlsx

### **Mentoring - Coordinator**

#### **1. In what ways did you interact and receive feedback from your assigned IE Assessment Divisional Review Committee (DRC) reviewer(s) and DRC Chair? (Check all that apply)**

- ☐ Email
- ☐ Phone
- ☐ Meetings
- ☐ From the DRC Review in the IE Assessment Web Application
- ☐ I received communication, but was not able to connect with my mentor(s)
- ☒ None prior to the first submission of the plan to the DRC for review
- ☐ Other (Please specify)

#### **2. Choose the statement below that best describes how you used the feedback from your assigned IE Assessment Divisional Review Committee reviewer(s) or DRC Chair.**

- ☒ Feedback helped to improve this plan
- ☐ Feedback did not result in improvements to this plan
- ☐ Feedback will help to improve a future plan
- ☐ The plan is being submitted to the DRC for initial review
- ☐ Other (Please specify)

### **Mentoring - DRC Chair and Reviewer(s)**

#### **1. In what ways did you interact and provide feedback to the coordinator(s), faculty or staff member(s) involved with this IE Assessment Plan. (Check all that apply)**

- ☐ Email
- ☐ Phone
- ☐ Meetings
- ☐ From the DRC Review in the IE Assessment Web Application
- ☐ I attempted contact, but was not able to connect with the assessment coordinator(s)
- ☒ None prior to the initial submission of the plan to the DRC for review
- ☐ Other (Please specify)

#### **2. Choose the statement below that best describes how the coordinator(s), faculty or staff members involved with this IE Assessment plan used the feedback.**

- ☐ Feedback helped to improve this plan
- ☐ Feedback did not result in improvements to this plan
- ☐ Feedback will help to improve a future plan

- ☒ The plan was submitted to the DRC for initial review
- ☐ Other (Please specify)

### 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)   ☐ Maturing (3)   ☐ Accomplished (4)   ☒ Exemplary (5)

#### Indicators:

- ☒ 1. Mission statement describes the primary purpose, functions, and stakeholders of the program/unit.

The mission statement should be specific to the program or unit.

- ☒ 2. Assessment process describes the program or unit's assessment strategy; how that strategy is translated into outcomes and measures; and the process for reviewing, analyzing, and applying assessment data for program/unit improvement.

The assessment process statement should paint a clear picture of all major aspects of the program or unit's Institutional Effectiveness Assessment process. This may include a description of how the plan evolves over time and how it produces continuous quality improvement for the program or unit. This narrative should be written for "external" reviewers so that someone not familiar with the program or unit will, after reading this statement, have a good understanding of how the program or unit pursues data-driven continuous quality improvement.

- ☒ 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 incorporate academic learning compacts

For academic programs, course grades and/or GPA may NOT be used as the metric for a measure.

- ☒ 4. Number and type of measures: For the required outcomes per indicator #3 above, a minimum of two appropriate, quantitative measures, at least one of which is a direct measure.

What constitutes a "direct measure" is contextually dependent. For academic program plans, a "direct measure" is typically assessment of student learning, while a survey of students' self-perceived efficacy would be considered an indirect measure. For an administrative unit measuring customer satisfaction, a survey instrument could be a direct measure.

- ☒ 5. Measures for the outcomes that meet the minimum requirements listed in indicator #3 establish specific performance targets.

For those outcomes and measures that satisfy the minimum requirements (per Indicators 3 and 4) each measure should identify a quantitative variable and establish a specific target outcome. This requirement does not apply to any additional outcomes/measures (beyond the minimum requirements) that a program or unit includes in its plan.

- ☒ 6. Specific assessment instruments are made available (e.g., via URL, as attachments, etc.), if not proprietary.

Assessment instruments (unless proprietary) should be submitted along with the plan either as attachments or links to online instruments. In the event an instrument is still in development when the plan is submitted, a brief description of the planned instrument along with a timeline for implementation may be attached. When this occurs, the program or unit should attach the final instrument to the subsequent Results Report.

#### Additional Indicators:

- ☒ 7. The plan explicitly links one or more outcomes or measures to strategic planning.

Administrative units and academic programs should align one or more elements of an IE Assessment plan with the UCF Collective Impact Strategic Plan (i.e., please see sections that identify granular metrics and supporting strategies). In addition, you may link to supporting strategic plans at any subordinate level.

- ☒ 8. The plan clearly focuses on formative assessment to promote continuous quality improvement (e.g., establishes baseline data, sets stretch targets based on past performance, etc.).

IE Assessment is a formative process. The primary purpose is to collect data that will help identify opportunities for continuous quality improvement. This is best evidenced when baseline data reveal an opportunity for improvement and a "stretch" target is set accordingly. In general, when a target for a measure is 100% or when a measure is written to "maintain" a particular level of performance, it is unlikely that the measure has strong formative potential.

9. The plan builds on previous assessment by including at least one measure to assess the impact of an implemented change, demonstrating a "closed loop" IE Assessment process. Collecting data that will be used to evaluate the impact of an implemented change is central to the IE Assessment process. Measures designed for this purpose are the means to close the IE Assessment loop.

### Overall Comments on Outcomes and Measures:

Only one change is included in this year's assessment plan however, many changes were recently made and thus changes are not advised at this time. The changes that have been made reflect building on previous assessment results which is commendable and also typical for this program which clearly values the assessment process. AD 11/5

- Zack's notes 11/21/17
- Overall this is one of the better assessment plans in the college, however there are a couple tweaks that need to be made.
- Currently we have rated the plan as 2-Emerging, but some minor revisions will allow us to easily raise that to 5-Exemplary.
- Here is what needs to be done to raise the rating.
  - **We have not given credit for rubric item #5** related to measures establishing specific performance targets. **There are several measures for which we just need a little clarification, and then we can give credit for this rubric item.**
    - **Measure 1.1** - What constitutes "agreement". The attached internship assessment form asks supervisors to rate from 1-Strongly Disagree to 5-Strongly Agree, but doesn't indicate what each of the numbers in between represent. Is a rating of 3 or higher agreement? 4 or higher? Please specify in the measure what rating is needed for agreement. (Measures 2.2 and 2.3 are good examples of how to better word the measures to explain what rating constitutes a satisfactory result and to make sure the language in the measures matches the format/language of the assessment instrument.)
      - **The same type of revision is needed for Measures 1.2, 3.1, 7.1, 7.2, 8.1.**
    - **Measures 2.1 and 8.2** have a similar issue, but with some differences. In these measures the attached internship assessment form doesn't seem to match with the language/format of the measures.
      - Measure 2.1 - The measure says that writing skills will be rated "good, very good, or excellent" but the attached form uses a 5 point scale from "strongly disagree to strongly agree". What on the "agreement scale" is equivalent to what on the "good scale".
      - Measure 8.2 - Here the measure mentions an item regarding quantity of work, but I don't see a related item on the internship assessment form. Also, the measure references a 10 point scale, but everything on the internship form attached uses a 5 point scale.
      - For both these measures, it may be that it is just an old copy of the internship form that is attached and an updated version would clear things up. Please either clarify in the language of the measures and/or attach an updated internship assessment form.
  - **We have not given credit for rubric item #5 related to attachments. Some cleanup needs to be done regarding attachments and then we can give credit for this rubric item.**
    - Outcome 1: Only the Internship Assessment Form and the Portfolio Eval Form are needed. The others can be removed.... I notice they are dated 2011 and 2010 respectively, perhaps these may be outdated. That may account for some of my questions above. I'm unable to open the .sav and .spv documents and they are not needed.

- Outcome 2: Only the Internship Assessment Form, Portfolio Eval Form, and Graduating Seniors Survey are needed. The others can be removed... the additional Portfolio document and the .sav/.spv documents are not needed and cannot open the latter.
- Outcome 3: The only attachments necessary for this outcome are the internship assessment and the graduating senior survey. The others can be removed... Also, I received an error message when trying to open all the attachments for this outcome regardless of file type. Maybe try removing and then reattaching the needed documents.
- Outcome 4: Please attach the internship assessment form and the first destination survey. Or provide an explanation for why they cannot be attached.
- Outcome 5: Of the documents already attached here, only the internship assessment form is needed. Additionally, an attachment for measures 5.2 and 5.3 should be attached. Ideally a copy of the writing assessment and the criteria that needs to be met for minimum expectations of story length and accuracy. (an example assignment would also be acceptable if the actual assignment varies or is not available.)
- Outcome 6: Only the Internship Assessment Form and the Portfolio eval form should be attached, but I received error messages when trying to open them, (maybe try removing them and then reuploading them?) All others can be removed.
- Outcome 7: Only the internship assessment form is needed with this outcome. I received an error message when trying to open it. (maybe try removing and then reattaching it?)
- Outcome 8: Only the internship assessment form and the graduating survey need to be attached to this outcome. Please attach the graduating survey. I think the internship form needs to be updated or the measure more clearly explained to address my concerns raised above. When trying to open the attachments on this outcome I received an error message (maybe try removing then reattaching?)
- If you can address the measure clarifications and cleanup the attachments as listed above we can give credit for the two related rubric items. Additionally, the system will not allow us to give credit for rubric item #7-#9, even though you've already met them, unless all of #1-#6 are met first, so addressing the above will also allow us to check off those items and raise the rating all the way up to 5-Exemplary.
- One other small suggestion: In measure 2.2, add "or better" after "acceptable" in the first sentence, so that it reads, "At least 90 percent of graduation portfolios will receive an average rating of "acceptable" or better..."
- One thing to keep in mind for results: The change indicated in Measure 5.2 is an interesting change that could potentially lead to improvement... When reporting the results it will be important to collect information from the instructors of the course regarding how they chose to use that option, for what purpose, and to what end.
- Zack's notes 1/5/18
- All requested revisions necessary to raise the rating have been made. The rating has been raised to 5-Exemplary. and the plan is approved.