

UCF Assessment

Assessment Plan and Results

Plan Year: Status: Results Approved for DRC Report
 Program/Unit: Last Updated: 11/10/2015 4:13:07 PM

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

View/Submit Results Review  2013-2014 Results Review

Program/Unit: Journalism - B.A. DRC: College of Sciences
 Year: 2014-2015 DRC Chair: Elizabeth Grauerholz
 Due Date: 09/23/2015 Coordinator(s): Boyd Lindsley, Kim Tuorto, Steven Collins
 Reviewer(s): David Gay

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 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 JOURNALISM 2100 News Reporting and JOURNALISM 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: This year's plan for the first time will include 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. However, after analyzing the results of last year's assessment, it was determined that we were missing the students' perspective of our learning outcomes. For us to obtain necessary data we will need to effectively analyze our learning outcomes, we will need to add student centered measures to our current plan. At the end of the cycle we will then 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:

Assessment of the learning outcomes 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. 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. The portfolio guidelines will be updated in the next year and ethical guidelines will be added to address questions of integrity. Also, as the Nicholson School continues to explore collaboration with international programs, we will explore the possibility of internships abroad.

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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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents;

b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
☒ Target not met

Intern supervisors only agreed 77 percent of the time (24 of 31) that their interns demonstrated good news judgment. In all but one remaining case, the supervisor fell in the "neither agree nor disagree" category. On the plus side, 29 percent of students received a nine or a 10 on a 10-point scale.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, 95 percent of interns met the target. Two things most likely explain the decrease. 1. We measured this variable slightly differently this year (a 10-point scale instead of a five-point scale), which seems to have introduced somewhat more variability. And given how little room for improvement there had been left, it was also inevitable that that added variability would be in a negative direction. 2. Methodology aside, we clearly had a handful of students botch their internships. Given the relatively small sample size, even a few outliers can skew the results.

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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
☐ Target not met

Data were not collected for the specific question, so a substitute question was employed. The question on the portfolio assessment form that was used asked faculty to respond to the following statement: "The stories display a range of content, demonstrating the ability to effectively cover a wide range of topics" and faculty were asked to assign a score between one (poor) and five (excellent) with a three being acceptable. We were looking for at least 90 percent of students to have

a three average average in order to meet our goal. Overall, 94 percent of students had a three average or higher. Some 22 percent had a 4.5 average or higher.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

It's difficult to say there was improvement because we used a slightly different measure.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Having good news judgment is one of the single most important attributes a journalist can possess. By extension, helping our students develop good news judgment is one of the single most important things we can do for them. Unfortunately, this is one of the hardest things for any journalism educator to do. A major reason for this is that unlike grammar or punctuation, the "right" answer varies depending on the situation. This would appear to be one of the challenges our student interns face. By the time they graduate they tend to have figured out what makes news for a student publication, but they aren't always as good at identifying news as it relates to the audiences they're serving at their internships. As faculty, we'll continue to look for ways to help students make this transition. One thing that will certainly help is a new curriculum that we introduced in the 2015-2016 catalogue. Under the previous catalogue, students had more discretion in choosing which journalism skills courses they took. Anecdotally, we know that many students shied away from the very courses (such as Advanced Reporting) most likely to help them develop strong news judgment. Under the new catalogue, all students will be required to take Advanced Reporting as well as a new capstone journalism class, in which students will actively contribute to a news website.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Future data collection using the new measures should resolve the issue. Also, the change in curriculum that includes Advanced Reporting (and I suspect others) should provide more rigor in their training. And, as a result, should lead to better results. It appears to be a good plan. DG 10/16/15

- Zack's notes 11/10/15
- Pretty good. Relative to many other programs you do a great job of analyzing the data, telling us what may have caused improvements or declines, and discussing changes the program has made or will make to create improvement. All important for closing the loop, so great job there.
- There are a few more things we'd like to see in the data reporting though

- For both measures give us all the disaggregate/granular data... On a ten point scale how many scored a 10, how many scored a 9, 8, 7, etc.
- For 1.2 what's the sample size? How many portfolios were reviewed? is this representative of all students or is it a sample?
- Also for 1.2 I know you say in the "assessment process" section that portfolios are reviewed by no fewer than 3 faculty... Perhaps this could be stated in the results too especially if it varies, so that we know exactly how many reviewers there were to understand how the program arrived at certain scores.
- Good job in the reflective statement talking about the new course requirements that can potentially create improvement.

Attachments: assessment_methods15.docx internshipassessment.sav
 assessmentportfoliooutput.spv JOU INTERNSHIP ASSESSMENT FORM 2011.pdf PORTFOLIO EVAL
 FORM 2010.pdf PORTFOLIO.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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Intern supervisors only rated our students' writing as good 83 percent of the time (25 of 30). On the plus side, 64 percent of our students were rated as very good or excellent. In fact, one in 10 students received a percent score in this category.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, more than 95 percent of supervisors thought our students demonstrated good writing

skills. Two things most likely explain the decrease. 1. We measured this variable slightly differently this year (a 10-point scale instead of a five-point scale), which seems to have introduced somewhat more variability. And given how little room for improvement there had been left, it was also inevitable that that added variability would be in a negative direction. 2. Methodology aside, we clearly had a handful of students botched their internships. Given the relatively small sample size, even a few outliers can skew the results.

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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying “n” and “N” are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Overall, 87 percent of students (28 of 32) had an average of three or higher. On the plus side, some 31 percent of students had an average of four or higher.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year’s results. If no, please explain:

Last year, 92 percent of students met the requirement. This is a relatively small shift downward but it is something that we will keep an eye on.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 2.3

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).

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
☒ Target not met

Just 95 percent of those completing the survey (22 of 26) agreed that they had developed a mastery of basic journalism writing skill. The other respondents were ambivalent, selecting the neutral option.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This is a new measure this year.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

This is an area where we seem to be serving our top students well (64 percent of interns rated as very good or excellent writers) but where there's room for improvement on the bottom end. To the extent we had some interns underwhelm their supervisors last year, we've put in place a couple things we hope will alleviate this issue. The first is that starting this past summer we began asking supervisors to fill out a mid-semester evaluation form that alerts both students and their faculty adviser if there are problems that need to be addressed. We implemented this because several under performing interns told us that they weren't aware they weren't meeting expectations until their final evaluation. This added evaluation encourages more communication between supervisors and interns and helps identify areas interns can work on before it's too late. The faculty have also become acutely aware that sometimes a particular internship isn't a good fit for a particular student. When we considered how and why this happens, we realized that often the interns who struggle are the ones who weren't there supervisors first or second choice. This happens because demand for our interns is so high that in a rush to not get shut out, employers on campus at our twice yearly InternPursuit event often end up extending offers to students before the event has even concluded. This means that a) employers are making snatch judgments without checking references and b) our students often feel pressured to accept an offer without enough time to consider all their options. To address these issues, starting at this fall's InternPursuit, we're instituting a 48-

hour cooling off period. Employers must wait two days after the event to extend an offer to anybody they've interviewed at the internship fair. We anticipate that in the coming years we will find it easier to meet our goals for the measures tied to internship assessment. And to the extent our move to a 10-point scale affected the data, we will have comparable data moving forward because we'll be sticking with the new scale.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

The program recognizes many of the reasons they did not meet their expected objectives. I think the percentage in Measure 2.2 should be 85% rather than 95%. At any rate, they have developed strategies to alleviate these issues. DG 10/16/15

- Zack's notes 11/10/15
- Same comments as outcome 1.
 - Good analysis of data, discussion of changes to make improvement.
 - Provide disaggregate/granular data - how many scored at each level of the rating system.
 - More info about the sampling... for example you say 25 of 30 in 2.1... is that 30 the total number of students who completed internships? is it just the number of supervisors that responded? maybe be a little clearer on that sort of information. example: "X number of students submitted portfolios in 2014-15, of all portfolios were reviewed" (or a random sample of Y were selected for review, or whatever the case may be.)"
 - Good job in the reflective statement talking about the implemented changes that may create improvement.

Attachments: Graduating Seniors Survey Jou program specific.docx assessmentportfoliooutput.spv internshipassessment.sav assessment_methods15.docx PORTFOLIO.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf PORTFOLIO EVAL FORM 2010.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

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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e.

The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Intern supervisors agreed that interns showed good command of grammar, style and punctuation just 74 percent (23 of 31) of the time. The remaining responses were in the neither agree nor disagree category. On the plus side, 29 percent of the time, supervisors strongly agreed that the interns demonstrated good command of grammar, style and punctuation.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, 96 percent of supervisors thought our students demonstrated a good command of style and grammar. Two things most likely explain the decrease. 1. We measured this variable slightly differently this year (a 10-point scale instead of a five-point scale), which seems to have introduced somewhat more variability. And given how little room for improvement there had been left, it was also inevitable that that added variability would be in a negative direction. 2. Methodology aside, we clearly had a handful of students botched their internships. Given the relatively small sample size, even a few outliers can skew the results.

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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Only 74 percent of students (29 of 39) in our dataset* earned a 75 or higher. *This is based on partial data because data were only available for two of the five sections of News Reporting. The other instructors have since left the university and we failed to collect their data before they left.

Did your results show an improvement compared to previous year(s) results?

- ☒ Yes
☐ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This is an improvement in the sense that we managed to collect partial data this year, compared to no data the previous year.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 3.3

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).

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
☐ Target not met

More than 92 percent of alumni completing the survey agreed that they developed a mastery of basic editing skills.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This is a new measure.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c.

Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

The good news is that by and large our students believe they leave us with good editing skills. Unfortunately, intern supervisors don't always agree with that assessment. One way we can hopefully lessen this disconnect is by doing a better job of matching the right interns with the right internships. This summer, we began asking supervisors to fill out a mid-semester evaluation form that alerts both students and their faculty adviser if there are problems that need to be addressed. We implemented this because several under performing interns told us that they weren't aware they weren't meeting expectations until their final evaluation. This added evaluation encourages more communication between supervisors and interns and helps identify areas interns can work on before it's too late. The faculty have also become acutely aware that sometimes a particular internship isn't a good fit for a particular student. When we considered how and why this happens, we realized that often the interns who struggle are the ones who weren't there supervisors first or second choice. This happens because demand for our interns is so high that in a rush to not get shut out, employers on campus at our twice yearly InternPursuit event often end up extending offers to students before the event has even concluded. This means that a) employers are making snatch judgments without checking references and b) our students often feel pressured to accept an offer without enough time to consider all their options. To address these issues, starting at this fall's InternPursuit, we're instituting a 48-hour cooling off period. Employers must wait two days after the event to extend an offer to anybody they've interviewed at the internship fair. We anticipate that in the coming years we will find it easier to meet our goals for the measures tied to internship assessment, including this one. However, we will keep a close on on the measures related to this outcome to be on the look out for unintended consequences of of the new curriculum we introduced in the 2015-2016 catalogue. Under the old catalogue, students could (and many did) count Editing 1 of one of three required writing electives. Now that students get to take fewer electives and electives are categorized differently, it seems likely that fewer students overall will take Editing 1. We'll have to keep an eye on the measures related to this outcome to make sure there isn't a drop off. If there is, we may have add to the amount of grammar, style and punctuation instruction students get in their required writing courses.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

The issues pertaining to Outcome 3 are very similar to Outcome 2. It appears the program recognizes the issues and has a plan for change. DG 10/16/15

- Zack's notes 11/10/15
- Same comments as outcome 1 & 2.
- Good analysis of data, discussion of changes to make improvement.
- Provide disaggregate/granular data - how many scored at each level of the rating system.
- More info about the sampling.
- Good job in the reflective statement talking about the implemented changes that may create improvement.

Attachments: PORTFOLIO EVAL FORM 2010.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf
PORTFOLIO.pdf assessment_methods15.docx internshipassessment.sav
assessmentportfoliooutput.spv Graduating Seniors Survey Jou program specific.docx

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Outcome: 4

Journalism graduates will understand and apply successful interviewing techniques.

Academic Learning Compact (ALC):

- ☐ Communication

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

Measure: 4.1

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Supervisors rated students' interviewing skills as "good" or better 96 percent (27 of 28) of the time. Encouragingly, a quarter of those rated on this measure received a perfect score.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Both this year and last year, 96 percent of supervisors said that our students had good interviewing skills. There wasn't a lot of additional room for improvement, so it's gratifying that supervisor ratings remained high in this area.

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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Data were not collected for the question we had proposed asking, but it's possible to use a replacement question to get at the same idea. The first question on their portfolio evaluation form asks faculty to answer whether or not the portfolio includes a news category with a minimum of five stories. In determining if there's a news category, faculty consider whether or not there are at least five stories with at least two human sources who were interviewed. In this sense, meeting the requirement assumes that the student can complete interviews. Of the submitted portfolios, 16 percent didn't meet this minimum requirement.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

After several years of steady improvement we attributed to stressing the portfolio requirements at new student orientation and at informational sessions students attend before submitting their portfolio, we saw some backsliding this year. One thing we think is going to help is that we've changed our curriculum recently and we're in the process of acquiring a front end software package that will allow many more students in our classes to get their work published on a website that will be managed by students in our new capstone course. We believe that this change in combination with requiring that all students now take Advanced Reporting will dramatically increase the number of students with thoroughly reported news stories.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

This is one of the area that we believe we will see the most payoff for changes we made to the curriculum in the 2015-16 catalogue. Under the previous catalogue, students had more discretion in choosing which journalism skills courses they took. For example, a student could take Editing 1, Opinion Writing and complete an internship to fulfill their upper-level writing electives. Anecdotally, we know that many students shied away from the very courses (such as Advanced Reporting) most likely to help them develop strong interviewing skills. Under the new catalogue, all students will be required to take Advanced Reporting as well as a new capstone journalism class that will require that they complete a significant number of interviews. Additionally, we will soon acquire front end software that will make it easier for students in all our skills courses to get their work published on the website to be managed by the capstone course. This, in turn, should increase the quality of graduation portfolios.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Changes in the curriculum should resolve many of these issues. DG 10/16/15

- Zack's notes 11/10/15
- Same comments as previous outcomes.
- Good analysis of data, discussion of changes to make improvement.
- Provide disaggregate/granular data - how many scored at each level of the rating system.
- More info about the sampling. (4.2 in particular you don't tell us how many students were involved at all, only that 16 didn't meet the requirement)
- Good job in the reflective statement talking about the implemented changes that may create improvement.

Attachments: assessmentportfoliooutput.spv internshipassessment.sav
assessment_methods15.docx PORTFOLIO.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf
PORTFOLIO EVAL FORM 2010.pdf

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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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Interns supervisors rated research skills as "good" or better 93 percent of the time (29 of 31). The remaining two students were rated as "poor." Encouragingly, one-in-five students received a perfect score in this category.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If

no, please explain:

Last year, 96 percent of supervisors said our interns had good research skills. Two things most likely explain the decrease. 1. We measured this variable slightly differently this year (a 10-point scale instead of a five-point scale), which seems to have introduced somewhat more variability. And given how little room for improvement there had been left, it was also inevitable that that added variability would be in a negative direction. 2. Methodology aside, we clearly had a handful of students botch their internships. Given the relatively small sample size, even a few outliers can skew the results.

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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Supervisors rated students' research skills as "good" or better 90 percent of the time (27 of 30). Two of the three remaining cases fell into the poor category. On the plus side, 27 percent of students received an "excellent" rating.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, 96 percent of supervisors agreed that our interns had "good" reporting skills. Two things most likely explain the decrease. 1. Given how little room for improvement there had been left, it was also inevitable that that we would drop somewhat. 2. That being said, we clearly had a handful of students botch their internships. Given the relatively small sample size, even a few outliers can skew the results.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 5.3

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."

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

All told, 84 percent (26 of 31) of alumni completing the first destination survey rated their experience a five or higher. When breaking the data out by semester of graduation, we exceeded our goal in the fall (94 percent) but fell below expectations in the spring (70 percent).

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This is a new measure.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Research is a strength that we will continue to build upon. The newly required courses in the 2015-2016 catalogue will place as much emphasis or more on public records and other forms of research than the courses students previously took as electives. The one measure where we fell short in this area was the alumni perceptions measure. And interestingly, we met our goal during one semester but not the other. We'll have to continue to keep an eye on the data to see if when a student graduates affects his or her perceptions of the job we did in teaching research skills.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

90% is a high bar, and this program consistently uses this measure. Again, as the program points out, the changes in measurement may explain many of these results. DG 10/16/15

- Zack's notes 11/10/15
- Similar comments to the previous outcomes.
- Good analysis of data, discussion of changes to make improvement.
- Provide disaggregate/granular data - how many scored at each level of the rating system.
- More info about the sampling.
- Good job in the reflective statement talking about the implemented changes that may create improvement.

Attachments: PORTFOLIO EVAL FORM 2010.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf
 PORTFOLIO.pdf assessment_methods15.docx internshipassessment.sav
 assessmentportfoliooutput.spv First Destination Survey Journalism form.xlsx

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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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Only 83 percent of internship of supervisors (25 of 30) said their interns did a "good" job or better at meeting deadlines. On the plus side, 40 percent of interns were rated as "excellent" at meeting deadlines.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, 96 percent of internship supervisors agreed that their intern met deadlines. Two things most likely explain the decrease. 1. We measured this variable slightly differently this year (a 10-point scale instead of a five-point scale), which seems to have introduced somewhat more variability. And given how little room for improvement there had been left, it was also inevitable that

that added variability would be in a negative direction. 2. Methodology aside, we clearly had a handful of students botch their internships. Given the relatively small sample size, even a few outliers can skew the results.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 6.2

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.

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Only 73 percent our students (24 of 33)* met our expectations on this assignment. *This is based on partial data because data were only available for two of the five sections of News Reporting. The other instructors have since left the university and we failed to collect their data before they left.

Did your results show an improvement compared to previous year(s) results?

- ☒ Yes
- ☐ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This was an improvement only in the sense that we collected some data this year.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

The ability of our students to write stories on a tight deadline is something that we hope to seek to improve. We believe that newly required courses (including the capstone course and Advanced Reporting) will enhance our students' abilities in this area. We're also committed to doing a better job of collecting data in News Reporting so that we may have an early indicator of how our students are doing in this key area.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Curriculum changes and better data collection should result in improvement for the next cycle. DG 10/16/15

- Zack's notes 11/10/15
- Similar comments as previous outcomes.
- Good analysis of data, discussion of changes to make improvement.
- Provide disaggregate/granular data - how many scored at each level of the rating system.
- More info about the sampling.
- Good job in the reflective statement talking about the implemented changes that may create improvement.

Attachments: assessmentportfoliooutput.spv internshipassessment.sav
assessment_methods15.docx PORTFOLIO.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf
PORTFOLIO EVAL FORM 2010.pdf

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Outcome: 7

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

Academic Learning Compact (ALC):

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

Measure: 7.1

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Ninety percent of supervisors (27 of 31) said interns did a "good" job or better in terms of accuracy of their work. Encouragingly, 26 percent of interns were rated as "excellent" in this category.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, 96 percent of supervisors agreed that interns handed in accurate work. Two things most likely explain the decrease. 1. Given how little room for improvement there had been left, it was also inevitable that that we would drop somewhat. 2. That being said, we clearly had a handful of students botch their internships. Given the relatively small sample size, even a few outliers can skew the results.

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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
☐ Target not met

Overall, 97 percent of portfolios (31 of 32) received an average rating of three or higher. On the top end, 19 percent of portfolios had an average of 4.5 or higher.

Did your results show an improvement compared to previous year(s) results?

- ☒ Yes
☐ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, only 93 percent of students had an average rating of a 3.0 or higher. It should be noted that this year's improvement is the result of one more student meeting the mark than last year. Such small year-to-year changes (in either direction) are likely a function of chance.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

We has a faculty have historically done a good job of teaching our students to be accurate, something that's reflected in the fact we hit both our targets for this outcome. One of our reasons for success in this area goes back to the converse of the old axiom that you get the behavior that you reward. Committing a factual error in any of our classes generally results in a failing grade on the assignment. The result is our students soon come to learn the value of accuracy. With the possibility of more and more of their work being published online (where the consequence of a factual error is much higher than if it appears in something only the professor will see), one hopes that our students will place an even greater premium on accuracy.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Nice job on the measures for Outcome 7. DG 10/16/15

- Zack's notes 11/10/15
- Similar comments as previous outcomes.
- Good analysis of data, discussion of changes to make improvement.
- Provide disaggregate/granular data - how many scored at each level of the rating system.
- More info about the sampling.
- Good job in the reflective statement talking about the implemented changes that may create improvement.

Attachments: PORTFOLIO EVAL FORM 2010.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf
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Outcome: 8

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

Academic Learning Compact (ALC):

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

Measure: 8.1

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

met or exceeded our expectations in terms of developing and pitching story ideas.”

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying “n” and “N” are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Only 53 percent of internship supervisors (16 of 30) said interns agreed that the intern met or exceeded their expectations in terms of pitching story ideas. Some 13 percent on students received the lowest possible score in this category. On the plus side, 23 percent received a nine or a 10 on this 10-point scale.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year’s results. If no, please explain:

Last year, 96 percent of supervisors said students met or exceeded their expectations for pitching stories. Three things may explain the decrease. 1. Given how little room for improvement there had been left, it was also inevitable that that we would drop somewhat. 2. That being said, we clearly had a handful of students botch their internships. Given the relatively small sample size, even a few outliers can skew the results. 3) Although we performed well on this measure last year, this has been an area where our students have struggled in the past. Although we began paying more attention to this in our instruction and the numbers improved, it's possible that we may have become complacent and not continued to give this area the extra attention it needs.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 8.2

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

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying “n” and “N” are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

All 32 of the portfolios received an average rating of a three or higher. Some 31 percent had a three average and another 25 percent had a 3.5 average. Just one portfolio had a five average. Taken as a whole, the data suggest that although we are meeting our goal, there is plenty of room to improve the level of creativity and originality. Just how to do that, will be a matter of ongoing faculty discussion. Efforts to increase originality will likely dovetail nicely with efforts to increase the quality and quantity of story pitches (measure 8.1).

Did your results show an improvement compared to previous year(s) results?

- ☒ Yes
- ☐ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

We only showed improvement in the sense that we had data collection issues last year that were corrected this year.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 8.3

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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Only 83 percent of advisors (20 of 29) agreed that their interns demonstrated the ability to tell compelling stories. On the plus side, 17 percent of students received the highest possible rating in this category.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This was a new measure this year.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

Getting our students to develop their own story ideas and then tell those stories in a creative way has long been a challenge. We certainly teach these things in all our skills courses, but it isn't necessarily something students always demonstrate inside or outside of class. We are cautiously optimistic that requiring two courses (Advanced Reporting and the capstone course) that will be run as newsrooms will help dramatically in this area. Our forthcoming assessment plan will include a new measure of story development that will be introduced in Advanced Reporting.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Again, future data collection after curriculum changes should show improvement. DG 10/16/15

- Zack's notes 11/10/15
- Similar comments as previous outcomes.
- Good analysis of data, discussion of changes to make improvement.
- Provide disaggregate/granular data - how many scored at each level of the rating system.
- More info about the sampling.
- Good job in the reflective statement talking about the implemented changes that may create improvement.

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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:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying “n” and “N” are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☒ Target met
- ☐ Target not met

Ninety one percent of supervisors (30 of 31) agreed that our interns behaved ethically. In fact, 48 percent of students received the highest possible rating.

Did your results show an improvement compared to previous year(s) results?

- ☐ Yes
- ☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, 100 percent of interns received an acceptable ranking. There was really no place to go but down.

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.”
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Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying “n” and “N” are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met

☒ Target not met

Only 81 percent of students (24 of 31) had an average score of an seven or higher. The individual item where students performed the best was attitude, with 81 percent of students earning an eight or higher. The individual item where students performed the worst was initiative, where only 52 percent of students had an eight or higher and 50 percent had a five or lower.

Did your results show an improvement compared to previous year(s) results?

☐ Yes

☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

Last year, 98 percent of interns met our desired goal. Two things most likely explain the decrease. 1. We measured this variable slightly differently this year (a 10-point scale instead of a five-point scale), which seems to have introduced somewhat more variability. And given how little room for improvement there had been left, it was also inevitable that that added variability would be in a negative direction. 2. Methodology aside, we clearly had a handful of students botch their internships. Given the relatively small sample size, even a few outliers can skew the results.

Review:

☐ Revision or explanation needed

☒ Satisfactory

Measure: 9.3

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).

Result:

Accurate and thorough data reporting means: a. Report data for all students or other constituents; b. Report data that matches data requirements established by a measure (i.e., your assessment must measure what you set out to measure); c. Report granular and aggregate results (e.g., subscale and total scores from a rubric or exam); d. Response rates are provided for survey data; e. The underlying "n" and "N" are provided for all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

☒ Target met

☐ Target not met

More than 96 percent of students completing the senior survey (25 of 26) agreed that they developed an adequate understanding of ethics.

Did your results show an improvement compared to previous year(s) results?

☐ Yes

☒ No

If yes, describe the improvement by giving a comparison with previous year's results. If no, please explain:

This was a new measure.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Reflective Statement:

Analyze and discuss your results by: a. Why do you think you got the results that you did; b. If you saw improvement from last year, explain exactly what improved and how do you know that it is an improvement (give prior year's results and this year's results to demonstrate the change). Verify that the improvement was a consequence of a strategy or change implemented in prior year(s); and c. Provide an improvement plan, if required (e.g., Discuss additional student learning or operational changes you will implement in response to these results).

We met two of the three targets we set for ourselves in this category, and both related to ethics. We missed the target that related more broadly to what it means to be a professional journalist. We are optimistic that when it comes to developing a broader sense of professionalism, having two different required courses (Advanced Reporting and the capstone) that force students to behave as though they are part of a newsroom will go a long way toward developing a more professional culture. However, one potential downside of the new curriculum is that Journalism Ethics will no longer be a required course. Instead, we'll be folding more ethics into Principles of Journalism and other courses. We believe that our students will still get the grounding in ethics they need, but only by closely monitoring measures 9.1 and 9.3 will we be able to confirm that.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

I agree that students will continue to be grounded in ethics as they are presented in other courses. Again, curriculum changes are part of the next cycle. DG 10/16/15

- Zack's notes 11/10/15
- Similar comments as previous outcomes.
- Good analysis of data, discussion of changes to make improvement.
- Provide disaggregate/granular data - how many scored at each level of the rating system.
 - For 9.2 giving us the high and low area is good, but give us the scores for all the areas.
- More info about the sampling.
- Good job in the reflective statement talking about the implemented changes that may create improvement.

Attachments: PORTFOLIO EVAL FORM 2010.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf
 PORTFOLIO.pdf assessment_methods15.docx internshipassesment.sav
 assessmentportfoliooutput.spv Graduating Seniors Survey Jou program specific.docx

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 results report 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 results report
- ☐ Feedback did not result in improvements to this results report
- ☐ Feedback will help to improve a future plan
- ☒ The results report 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 results report. (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 results report 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 results report used the feedback.

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

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:

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Review Comments:

Future data collection after the implementation of new curriculum. DG 10/16/15

- Zack's notes 11/10/15
- All instruments seem to be identified, explained, and tied to measures. Good work!
- Instead of identifying the grammar test and

Course embedded questions: Measures 3.2 and 6.2 involve questions and/or assignments in news reporting.

Portfolio: Measures 1.2, 2.2, 4.2, 7.2, and 8.2 involve faculty assessment of graduation portfolios.

Rating scale/scoring rubric: Measures 1.1, 2.1, 3.1, 4.1, 5.1, 5.2, 6.1, 7.1, 8.1, 8.3, 9.1 and 9.2 all involve assessments provided by internship supervisors at the end of the semester.

Other methods: Measures 3.3, 5.3 and 9.3 involve surveys of recent graduates

timed writing assignment as embedded questions I would probably identify them as local examinations.

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:

Surveys:

Institution (UCF):

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

Explain EACH item checked above:

Other methods: Measures 3.3, 5.3 and 9.3 involve surveys of recent graduates

Local:

- ☒ Alumni Survey (Department or Program; not UCF)

- ☒ Customer Satisfaction Survey
- ☒ Exit and Other Interviews

Explain EACH item checked above:

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, CAEP, ABET)
- ☒ Other

Explain EACH item checked above:

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

Is this an implemented or planned change?

- ☐ Implemented Change
- ☒ Planned Change
- ☐ Both

Planned change for next assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How are you going to bring about a change?

Outcome: 1 Measure: 1

Explain the strategy that you will implement to attempt to

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:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Review Comments:

The program has a plan to change certain aspects of the assessment plan. They clearly have a strategy in mind. DG 10/16/15

- Zack's notes 11/10/15
- There are some great changes talked about

bring about the change:

Having good news judgment is one of the single most important attributes a journalist can possess. By extension, helping our students develop good news judgment is one of the single most important things we can do for them. Unfortunately, this is one of the hardest things for any journalism educator to do. A major reason for this is that unlike grammar or punctuation, the "right" answer varies depending on the situation. This would appear to be one of the challenges our student interns face. By the time they graduate they tend to have figured out what makes news for a student publication, but they aren't always as good at identifying news as it relates to the audiences they're serving at their internships. As faculty, we'll continue to look for ways to help students make this transition. One thing that will certainly help is a new curriculum that we introduced in the 2015-2016 catalogue. Under the previous catalogue, students had more discretion in choosing which journalism skills courses they took. Anecdotally, we know that many students shied away from the very courses (such as Advanced Reporting) most likely to help them develop strong news judgment. Under the new catalogue, all students will be required to take Advanced Reporting as well as a new capstone journalism class will actively contributed a news website.

Describe the data that you will collect to assess the change to provide evidence of improvement:

Intern supervisors only agreed 77 percent of the time (24 of 31) that their interns demonstrated good news judgment. In all but one remaining case, the supervisor fell in the "neither agree nor disagree" category. On the plus side, 29 percent of students received a nine or a 10 on a 10-point scale.

☐ No Changes to Academic Process

Changes to Curriculum:

- ☐ Revise and/or Enforce Prerequisites
- ☐ Revise Course Sequence
- ☐ Revise Course Content
- ☒ Add Course

Is this an implemented or planned change?

- ☐ Implemented Change
- ☐ Planned Change
- ☒ Both

Implemented change in current assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

here that have been or will be put in place to potentially create improvement moving forward... There is great potential for closing the loop in the future.

- It is not clear whether or not the new changes were brought forth because of assessment results or because of other factors... In order to close the loop you are going to have to state that assessment results played a role in deciding to make these changes... Make sure you note that (if true) in the reports that will follow this one and show if improvement occurs... Closing the loop steps = 1 recognize an area that needs improvement using assessment data, 2 make a change to create improvement in student performance/learning, 3 collect data the following cycle to see if improvement occurred, 4 improvement occurred.
- There is no discussion of any past changes that were made in previous assessment cycles to create improvement in this cycle. There was discussion of past changes that resulted in improvement in this cycle.... because of this there is no closed loop in this cycle, but with the new changes the program should be able to close the loop in the near future.

Strategy - Intentional actions that bring about change. How did you bring about a change?

Outcome: 9 Measure: 2

Explain the strategy that you implemented to bring about the change:

The addition of a capstone course, which will operate as a newsroom producing a website, should increase the level of professionalism our students embody.

Describe the data that you collected to assess the change:

Only 81 percent of students (24 of 31) had an average score of an seven or higher. The individual item where students performed the best was attitude, with 81 percent of students earning an eight or higher. The individual item where students performed the worst was initiative, where only 52 percent of students had an eight or higher and 50 percent had a five or lower.

Describe Improvement(s):

(If baseline data or no improvement, please explain next steps)
We met two of the three targets we set for ourselves in this category, and both related to ethics. We missed the target that related more broadly to what it means to be a professional journalist. We are optimistic that when it comes to developing a broader sense of professionalism, having two different required courses (Advanced Reporting and the capstone) that force students to behave as though they are part of a newsroom will go a long way toward developing a more professional culture. However, one potential downside of the new curriculum is that Journalism Ethics will no longer be a required course. Instead, we'll be folding more ethics into Principles of Journalism and other courses. We believe that our students will still get the grounding in ethics they need, but only by closely monitoring measures 9.1 and 9.3 will we be able to confirm that.

Planned change for next assessment cycle:

The information you see below has been taken from your own plan and results for the current assessment cycle. This means you must complete the results and reflective statement in the previous tab before you go on to edit and complete the section below.

Strategy - Intentional actions that bring about change. How are you going to bring about a change?

Outcome: 2 Measure: 1

Explain the strategy that you will implement to attempt to bring about the change:

This is an area where we seem to be serving our top students well (64 percent of interns rated as very good or excellent writers) but where there's room for improvement on the bottom end. To the extent we had some interns underwhelm their supervisors last year, we've put in place a couple things we hope will alleviate this issue. The first is that starting this past summer we began asking supervisors to fill out a mid-semester evaluation form that alerts both students and their faculty adviser if there are problems that need to be addressed. We implemented this because several under performing interns told us that they weren't aware they weren't meeting expectations until their final evaluation. This added evaluation encourages more communication between supervisors

and interns and helps identify areas interns can work on before it's too late. The faculty have also become acutely aware that sometimes a particular internship isn't a good fit for a particular student. When we considered how and why this happens, we realized that often the interns who struggle are the ones who weren't there supervisors first or second choice. This happens because demand for our interns is so high that in a rush to not get shut out, employers on campus at our twice yearly InternPursuit event often end up extending offers to students before the event has even concluded. This means that a) employers are making snatch judgments without checking references and b) our students often feel pressured to accept an offer without enough time to consider all their options. To address these issues, starting at this fall's InternPursuit, we're instituting a 48-hour cooling off period. Employers must wait two days after the event to extend an offer to anybody they've interviewed at the internship fair. We anticipate that in the coming years we will find it easier to meet our goals for the measures tied to internship assessment. And to the extent our move to a 10-point scale affected the data, we will have comparable data moving forward because we'll be sticking with the new scale.

Describe the data that you will collect to assess the change to provide evidence of improvement:

Intern supervisors only rated our students' writing as good 83 percent of the time (25 of 30). On the plus side, 64 percent of our students were rated as very good or excellent. In fact, one in 10 students received a percent score in this category.

- ☐ Delete Course
- ☐ Other implemented or planned change
- ☐ No Changes to Curriculum

Changes to Assessment Plan:

- ☐ Revise Student Outcome Statement
- ☐ Revise Measurement Approach
- ☐ Collect and Analyze Additional Data and Information
- ☐ Change Method of Data Collection
- ☐ Other implemented or planned change(s)
- ☐ Plan has been reviewed and no changes made
- ☒ No Changes to Assessment Plan

If 'No Changes' indicated, please provide an explanation, including a strategy to improve IE assessment data collection to yield useful information.

The faculty intend to change our assessment in order to measure the effects of changes to the curriculum. We are still discussing the best way to do that.

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

Indicators:

☒ 1. Complete and relevant data are provided for all measures and an explanation is provided for how representative samples are determined, if applicable. If data are incomplete or missing, provide an explanation of the extenuating circumstances.

Justification for incomplete or missing data due to extenuating circumstances will not be permitted for two or more consecutive reports. Representative samples should include data from students at a distance (regional campuses or online/video) if courses are offered at these locations/through these modalities.

☒ 2. Data reporting is accurate and thorough (see supporting narrative)

Accurate and thorough data reporting means:

- Reported data match data requirements established by a measure.
- Sampling methodology and response rates are provided for survey data.
- The underlying "n" and "N" are provided for all percentage statistics.

☒ 3. Results for each measure indicate whether the target for that measure has been met

This may be done explicitly (e.g., "target met" or "target not met") or implicitly (i.e., the reported data clearly indicate whether the target was or was not met).

☒ 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes. Whether individual or aggregated reflective statements are provided, all outcomes must be addressed.

☒ 5. Report includes one or more implemented and/or planned changes linked to assessment data and designed to improve student learning, program quality, or unit operations. If no such changes are indicated, an explanation is provided including a strategy to improve IE assessment data collection. Implemented and planned changes designed to improve student learning, program quality, or unit performance may be referenced in reflective statements, but should be thoroughly documented in the implemented and planned changes section of this report. NOTE: the IE Assessment Plan should be revised to include one or more measures to assess the impact/effectiveness of such changes. If no such changes are reported, the IE Assessment Plan itself should be carefully reviewed and revised as needed. Implemented or planned changes that are based on factors other than IE assessment data may be reported in the summary statement of the results report. New measures may also be established in the plan to evaluate the impact of those changes as well, regardless of the reason for the change.

☒ 6. Assessment instruments associated with the report and not previously submitted with the plan are provided via attachment or URL if not proprietary.

Copies of assessment instruments should normally have been submitted with the plan during the prior IE Assessment cycle. If that previously submitted plan identified an instrument in development or if another new assessment instrument was developed and used in association with the current results report, that instrument should be attached to this report.

Additional Indicators:

☐ 7. Data collection and analysis are used to assess the impact of implemented changes, demonstrating a fully "closed loop" process.

When an outcome and/or measure(s) evaluates the impact of a previously reported change, the reflective statement for that outcome should include a determination of whether the change resulted in an improvement.

☐ 8. Follow-up data collected to assess the impact of implemented changes show improved outcomes. Meeting this final criterion for one or more measures is the ultimate goal of IE Assessment. When data confirm improvement(s) in student learning outcomes, program quality, or unit operations, the improvement(s) should be well documented in the applicable reflective statement(s). In addition, the Summary of Assessment Process should provide a brief narrative that describes the entire "closed loop" process that resulted in the improvement(s).

Summary of Quality Improvements:

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

Review Criteria:

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

- ☐ Revision or explanation needed
- ☒ Satisfactory

be made (e.g., state mandate, accreditation review recommendations).

The new curriculum introduced in 2015-16 catalog (which includes new required courses and the additional capstone course) was motivated in large part by a desire to address issues identified (including problems with newsworthiness and story development) year after year in our assessment data. The forthcoming plan will include at least one new measure focusing on changes in the curriculum.

Review:

The program had data collection plans will implement new strategies in the new cycle. This will allow them to "close the loop." DG 10/16/15

- Zack's notes 11/10/15
- Overall a good results report. all the necessary information for us to give credit for the first 6 rubric items is present. (rating of 3-Maturing)
 - Some suggestions for future reports to provide more thorough data have been made throughout the review.... mainly we'd like to see, more disaggregate/granular data (give us the number of students who scored at each level of the rubric, etc.) and more clearly defined samples. How did you end up with the numbers you have? (was 30 the total number of students who took internships, or is that the number of supervisors who submitted evaluations, etc.)
- You've included some great information about new changes that have the potential to create improvement going forward and could "close the loop"... it is not entirely clear if these changes were made because of past assessment data or for other reasons. Past assessment data has to be a part of the reason to count as closing the loop, so make sure you mention that in future reports.
- Rubric items #7 and #8 have to do with past changes and closing the loop (ratings of 4-accomplished and 5-exemplary)... There was no discussion in the report of any past changes that were made in effort to create improvement in student performance/learning. so we cannot check number 7.... There was no significant improvement in the results for any of the measures, nor would any such improvement be tied to past changes designed to create improvement so number cannot be checked.