

UCF Assessment

Assessment Plan and Results

Plan Year: 2016-2017 ▼ Status: Results Approved for DRC Report
 Program/Unit: Journalism - B.A. ▼ Last Updated: 10/24/2017 12:55:17 PM

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

View/Submit Results Review  2015-2016 Results Review

Program/Unit: Journalism - B.A. DRC: College of Sciences
 Year: 2016-2017 DRC Chair: Elizabeth Grauerholz
 Due Date: Coordinator(s): Kim Tuorto, Steven Collins, Lindsay Neuberger
 Reviewer(s): Amy Donley

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

Relationship to Strategic Plan:

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

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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 85 percent of internship supervisors will express agreement with the statement: "The intern demonstrates very good (or better) 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

Internship supervisors were provided the statement "The intern demonstrates very good (or better) news judgment" and rate the students on a scale of one to 10. A score of seven or higher expresses agreement with the statement. Intern supervisors agreed that 80% percent of the time (32 of 40) were rated very good or above (seven or higher) on a 10 point scale that their interns demonstrated very good or better news judgment. The target of 85% was not met. The average score given to the students was a 7.90. Granular data on news judgement revealed 7 out of 39 students were rated 10, 9 were rated 9, 6 were rated 8, 10 were rated 7, 6 were rated 6 and 1 was rated 5, 0 were rated 4 or below.

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 isn't possible to make direct comparisons to last year because we changed the standard. Although we missed our new and more ambitious goal, we were quite close and anticipate meeting in the coming year, as we continue to stress news judgement throughout the curriculum.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 1.2

In evaluating graduation portfolios, the faculty will agree 90 percent of the time that "The stories display a range of content, demonstrating the ability to effectively cover a wide range of topics."

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

Target not met. Eighty four percent of student portfolios (N=25) were judged as acceptable or better in terms of demonstrating the ability to effectively cover a wide range of topics by a faculty committee. Looking at granular data 2 out of 25 were rated 5, 1 was rated 4.5, 6 were rated 4, 5 were rated 3.5, 7 were rated 3, 2 were rated 2.5, 2 were rated 2, 0 scored 1 for this measure.

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:

Every year there are a small number of students who struggle with the portfolio requirement. Unfortunately with fewer students submitting portfolios this year, those handful of stragglers were enough to pull down our success rate to eighty four percent compared with ninety two percent last 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).

Although we didn't perform as well as we would have liked on either measure, it must be said that there is a solid foundation on which to build. Eighty four percent of student portfolios (N=25) were judged as acceptable or better in terms of demonstrating the ability to effectively cover a wide range of topics and intern supervisors eighty percent of the time (32 of 40) rated their intern's news judgement as very good or above. We missed our goals for both measures, but we were quite close and anticipate meeting in the coming year, as we continue to stress news judgement throughout the curriculum. One important change is that in recent years most sections of News Reporting were mixed mode with the class meeting face-to-face once a week. Starting in fall 2017 News Reporting classes will still be mixed mode but will be listed as meeting twice a week giving instructors more flexibility. In other words a professor will now have the option of making students come to class twice a week when he/she determines that a particular area (such as news judgement) demands more face-to-face attention. In other cases, a professor may determine that students are better served having time outside of class to practice their craft.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Measure 1.1. Clear analysis of results. It would be helpful to include an explanation of how the scale is measured (i.e. what 1 and 10 represents). Measure 1.2. You have noted that the target was not met but have checked the target met option. Please change this to reflect that the target was not met. Additionally it would be helpful to explain what is meant by "faculty." Does this refer to the instructor of record for the course or is there a committee composed of faculty members that review the portfolios? Reflection statement is good. AD 9/24

LG comment 10/18/17: Measure 1.2: In addition to correcting "target not met" provide data from previous year where it asks about improvement (or not) from previous year.

Attachments: internshipassessment.sav assessmentportfoliooutput.spv JOU INTERNSHIP ASSESSMENT FORM 2011.pdf PORTFOLIO EVAL FORM 2010.pdf PORTFOLIO.pdf JOU 1.1.docx

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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 rate the interns writing skills as good, very good or excellent.

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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Internship supervisors were asked to rate their intern's writing skills on a scale of 1-10. A score of 7 or higher represents a rating of at least good, very good, or excellent. The average rating of 7 or higher, target was not met. The average score given to the students was a 7.48.

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 did not show improvement over last year, which was a year in which interns performed exceptionally well in this category (ninety seven percent were rated good or excellent). Students complete internships, which appears to have diluted the talent pool.

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) 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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Target not met. Seventy six percent of student portfolios (N=25) were judged as acceptable or better in terms of demonstrating the ability to effectively show content in the category of depth of reporting and quality rating showed 1 out of 25 was rated 5, 1 was rated 4.5, 5 were rated 4, 3 were rated 3.5, 9 were rated 3, 4 were rated 2, and 1 was rated 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:

Part of the problem is that nearly every year there are a small number of students who struggle with the portfolio requirement. (Last year was a rare exception). Unfortunately with fewer students submitting portfolios this year, those handful of stragglers were enough to pull down our success rate. But having said that about this category.

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 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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Of the 28 students who completed the graduating senior survey Journalism program specific question "Do you agree or disagree that you developed a mastery of basic journalism writing skills", 18 responded strongly agree, 5 responded agree, 3 responded neutral, 2 responded disagree, 0 responded or strongly agreed; the target was not met.

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:

Our performance in this category decreased by just two percentage points, which would not appear to be a significant decrease.

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

To some extent our performance in this area is an unfortunate example of regression to the mean. We had an exceptionally good batch of interns and graduation not entirely unexpected drop off this year. However, that is not to say that we are satisfied with our performance in this area.

One important change is that in recent years most sections of News Reporting were mixed mode with the class meeting face-to-face once a week. Starting in fall 2017 we will be listed as meeting twice a week giving instructors more flexibility. In other words a professor will now have the option of making students come to class for that particular area (such as news writing) demands more face-to-face attention. In other cases, a professor may determine that students are better served having their

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Measure 2.1. Clear analysis of results. As discussed with Measure 1.1, It would be helpful to include an explanation of how the scale is measured (i.e. what 1 and 2 mean) and explanation that the target was not met but have checked the target not met option. Please change the text to reflect that the target was not met. It seems now that the target was met as stated in Measure 1.2. Measure 2.3 and Reflection statement are good and clear. AD 9/24

LG comments 10/18/17: Similar to comment in Outcome 1, provide data from previous year in making comparisons for 2.1 and 2.2.

Attachments: Graduating Seniors Survey Jou program specific.docx assessmentportfoliooutput.spv internshipassessment.sav PORTFOLIO.pdf JOU INTERNSHIP 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 demonstrates a good command of grammar, punctuation, and spelling."

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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
☒ Target not met

Internship supervisors were provided the statement "The intern demonstrates a good command of grammar, punctuation, and style" and had to rate the student agreement with the statement. 34 out of 42 (81%) students received a rating of 7 or higher, target was not met. The average score given to the students was a

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 have no immediate explanation for the decline in this category. Whether the drop from ninety four percent last year to eighty one percent this year is an abe be paying close attention to moving forward.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 3.2

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 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 b 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 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 campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
☒ Target not met

Of the 28 students who completed the graduating senior survey Journalism program specific question "Do you agree or disagree that you developed a mastery of strongly agree, agree, neutral, disagree, and strongly disagree, 20 responded strongly agree, 5 responded agree, 3 responded neutral, 0 responded disagree, an agreed or strongly agreed; the target was not met.

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:

Although slightly fewer students (eighty nine percent compared to ninety two percent) expressed agreement with the statement, the difference doesn't appear to

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

Although we missed our goal there is a solid foundation on which to build. Nearly 9 out of 10 recent graduates agreed that they developed a mastery of journalism recent years most sections of News Reporting were mixed mode with the class meeting face-to-face once a week. Starting in fall 2017 News Reporting classes w twice a week giving instructors more flexibility. In other words a professor will now have the option of making students come to class twice a week when he/she (and style) demands more face-to-face attention. In other cases, a professor may determine that students are better served having time outside of class to practice

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Measures 3.1 and 3.2 are explained well. Your goals are very high for both measures (90%) so missing them in some assessment cycles is not surprising. It will I faculty teaching relevant classes impacts future results. AD 9/24

LG comments 10/18/17: Provide last year's data when making comparisons (both measures)

Attachments: PORTFOLIO EVAL FORM 2010.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf PORTFOLIO.pdf internshipassessment.sav assessmentportfolio program specific.docx

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Outcome: 4

Graduates will demonstrate the ability to conduct journalistic research.

Academic Learning Compact (ALC):

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

Measure: 4.1

At least 90 percent of internship supervisors will rate the interns research skills as good, very good or excellent.

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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Internship supervisors were asked to rate their intern's research skills on a scale of 1-10. A score of 7 or higher represents a rating of at least good, very good, or rating of 7 or higher, target was not met. The average score given to the students was a 7.95.

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:

Eighty five percent of students received a rating of seven or higher compared to ninety seven percent last year. We had significantly more students (41 compared to 35) who appear to have diluted the talent pool.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 4.2

At least 90 percent of internship supervisors will rate the interns reporting skills as good, very good or excellent.

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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Internship supervisors were asked to rate their intern's reporting skills on a scale of 1-10. A score of 7 or higher represents a rating of at least good, very good, or rating of 7 or higher, target was not met. The average score given to the students was a 7.4.

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:

Seventy percent were rated as seven or higher compared to ninety one percent last year. We had significantly more students performed internships this year (41 compared to 35) who appear to have diluted the talent pool.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 4.3

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 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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

All told, 70% (23 of 33) of alumni completing the first destination survey rated their experience a 5 or higher. Of the 33 respondents 10 selected 7, 7 selected 6 selected 2.

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:

Seventy percent of students rated their research knowledge as five or higher compared to seventy four percent last year. We believe there may be a disconnect research and how the faculty define research in an academic context. We spend a significant amount of time teaching interviewing skills and the use of public records to be interpreting the question to refer to academic research.

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

One bright spot in this area is that 85% of intern supervisors were pleased with students' research abilities. Although below our rather ambitious goal, that's still a positive perception of their own abilities, we believe there may be a disconnect between what survey respondents understand to be research and how the faculty define research. We spend a significant amount of time teaching interviewing skills and the use of public records, however we believe survey respondents may be interpreting the question to be about clearly like to see improvement is in the area of reporting skills. With the creation of Nicholson School Media Today (our online news outlet), and a move to serve as reporters for the site, we are optimistic that students will gain more experiences as reporters.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Data are well analyzed and discussed for all three measures. I am curious as to whether there are correlations between intern supervisor assessments of students' average on numerous measures. Thinking about how to better prepare interns if the number of students interning continues to increase may be useful. AD 9/24/17
lg comments 10/18/17: The explanation for 4.3 (comparison to last year) doesn't answer the question. Again, just provide the data from last year for comparison.

Attachments:

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Outcome: 5

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

Academic Learning Compact (ALC):

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

Measure: 5.1

At least 90 percent of internship supervisors will rate the interns' deadline responsibility as good, very good or excellent.

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 all distances (regional campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
☒ Target not met

Internship supervisors were asked to rate their intern's deadline responsibilities on a scale of 1-10. A score of 7 or higher represents a rating of at least good, very good, or excellent. 36 out of 42 (86%) students received a rating of 7 or higher, target was not met. The average score given to the students was an 8.45. Granular data review indicated intern supervisors rated the 42 students as follows in meeting deadline responsibilities: 17 were rated 10, 7 were rated 9, 5 were rated 8, 7 were rated 7, 3 were rated 6, 3 were rated 5, 0 were rated 4 or below.

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:

A one percentage point drop is not statistically significant.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 5.2

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

A total* of 79% (41 of 52) of students in News Reporting classes successfully completed a timed writing assignment. In terms of granular data a total of 83% of students (24 of 29) during spring 2016 successfully completed a deadline assignment. In one section 10 of 14 (71%) completed the assignment in another section 14 of 15 (93%) successfully completed the assignment. In fall 2016 74% of students (17 of 23) successfully completed a deadline assignment. In one section 8 of 9 (89%) completed the assignment in another section 9 of 14 (64%) successfully completed the assignment. *Although we have more data than last year, we still have somewhat incomplete data. One instructor has since left the University and another no longer has access to the pertinent data. However, there is no reason to believe that the performance in those sections was markedly different than the sections for which we have data.

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 year seventy nine percent of students successfully completed the deadline writing assignment compared to seventy four percent last year. We have begun to place more emphasis on deadline writing and it appears to be paying off. However, there remains significant room for improvement and this is an area where we will be placing even greater emphasis moving forward.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 5.3

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

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 this new measure. Because we were late in developing our plan, individual instructors weren't given enough advanced warning to be able to work an appropriate measure into their classes without compromising other aspects of the class. Steps are in place to collect the data in 2017.

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:

No data was collected for this 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).

Although we didn't meet our goals in this area, we are heartened to see some improvement in deadline writing among News Reporting students. In measure 5.2 this year seventy nine percent of students successfully completed the deadline writing assignment compared to seventy four percent last year. As a

function of maintaining individual instructor academic freedom, we are not currently using the same writing assignments for this measure. Consequently, it isn't possible to know if differences across sections are partially a function of the particular assignments. We are currently undergoing discussions that may allow for greater comparability while addressing concerns about academic freedom. We expect to see even more improvement because of the forementioned change in scheduling of the newsreporting class.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

For Measure 5.2, can you offer any possible explanations for the differences across semesters/sections in the reflective statement? Also the measure for 5.2 and 5.3 appear to be identical but just with different classes. Are both courses required or optional (or a combination) for students in the program? Is the hope that by requiring the same assignment in two courses that students will be more likely to be exposed to it or that they will have more practice with completing timed assignments? For measure 5.3, can you please explain why data were not collected? AD 9/24

LG comments 10/18/17: for 5.2, the explanation under "improvement" should go in the reflective statement. Here, provide data from previous year to show improvement. This would help demonstrate a closed loop.

Attachments: PORTFOLIO EVAL FORM 2010.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf PORTFOLIO.pdf internshipassessment.sav assessmentportfoliooutput.spv First Destination Survey Journalism form.xlsx JOU5.1.docx

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Outcome: 6

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

Academic Learning Compact (ALC):

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

Measure: 6.1

At least 90 percent of internship supervisors will rate the interns accuracy of work as good, very good or excellent.

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

Internship supervisors were asked to rate their intern's accuracy of work on a scale of 1-10. A score of 7 or higher represents a rating of at least good, very good, or excellent. 32 out of 42 (76%) students received a rating of 7 or higher, target was not met. The average score given to the students was a 7.60.

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 year seventy six percent of students received a rating of seven or higher compared to eighty seven percent last year. We had significantly more students performed internships this year, and that appears to have diluted the talent pool.

Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Measure: 6.2

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

Target met. Ninety two percent of the student portfolios (N=25) were rated as acceptable or better in terms of accuracy. Reviewing granular data in the category of publish items containing few errors portfolio were rated as follows: 0 were rated 5 or 4.5, 6 were rated 4, 16 were rated 3, 2 were rated 2.

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:

The 2015 academic year was historically speaking an exceptionally good year for the quality of our graduates. That year's ninety seven percent success rate was always going to be difficult to match. We are nonetheless pleased to see that we met our expectations in this category despite the fact it was a somewhat down 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).

There is no one obvious explanation for our under performance in this category. We will continue to keep an eye on this area moving forward.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

While you have met the reporting requirements, it may be helpful to reflect in the reflective statement on how the increased number of interns has resulted in a decline on some measures. AD 6/24

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

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Outcome: 7

Journalism graduates will demonstrate the ability to develop compelling story ideas as well as to tell compelling journalistic stories through an appropriate medium

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 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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video if courses are offered at these locations/through these modalities.

- ☐ Target met
- ☒ Target not met

Internship supervisors were provided the statement "The intern met or exceeded our expectations in terms of developing and pitching story ideas" and had to express agreement with the statement. 29 out of 42 (69%) students received a rating of 7 or higher, target was not met. The average score given to the 42 students, 8 were rated 10, 7 were rated 9, 4 were rated 8, 11 were rated 7, 4 were rated 6, 5 were rated 5, 2 were rated 4 and 1 was rated 3 by their intern ideas.

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:

Our students performed as well on this measure as they did last year (sixty nine percent received a seven or higher both years), which is not to say particularly

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 7.2

At least 90 percent of internship supervisors will express agreement with the statement: "The intern demonstrated the ability to tell compelling journalistic stories (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 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 all percentage statistics and if a change score is provided the data points to support the score are included; f. Representative samples should include campuses or online/video) if courses are offered at these locations/through these modalities.

- ☐ Target met
☒ Target not met

Internship supervisors were provided the statement "The intern demonstrated the ability to tell compelling journalistic stories through an appropriate medium" a score of 7 or higher expresses agreement with the statement. 34 out of 41 (83%) students received a rating of 7 or higher, target was not met. The average 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:

This year eighty three percent students received seven or higher compared to ninety seven percent last year. We had significantly more students performed into the talent pool.

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

Story development is an area in which our interns have historically struggled. Although we did not see an improvement in comparison to 2015, our 2016 performance was better. Story development is something that we are increasingly focusing on throughout our curriculum, most especially in News Reporting. Unfortunately, it can be that this increased emphasis on story development will eventually be acknowledged by intern supervisors.

Reflective Statement Review:

- ☐ Revision or explanation needed
☒ Satisfactory

Overall Outcome Results Review Comment:

Good reflective statement. It will be helpful in your plan this year to discuss how you are increasing the focus in the News Reporting course. AD 9/24
LG comments 10/18/17: provide data for previous years

Attachments: PORTFOLIO EVAL FORM 2010.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf PORTFOLIO.pdf internshipassessment.sav assessmentportfolio.pdf

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Outcome: 8

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

Academic Learning Compact (ALC):

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

Measure: 8.1

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

Internship supervisors were provided the statement "The intern behaves ethically" and had to rate the students on a scale of 1-10. A score of 7 or higher expresses agreement with the statement. 38 out of 41 (93%) students received a rating of 7 or higher, target was not met. The average score given to the students was an 8.85.

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's perfect performance in this category wasn't replicated, but our students continued to perform well in this area.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 8.2

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

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

Internship supervisors were provided the statement seven different statements about the students overall quality of work, quantity of work, initiative, collegiality, creativity, attitude toward work, and adaptability/flexibility. These seven items encompass an overall theme of professionalism. Each of these items were rated on a scale of 1-10. 27 out of 42 (64%) students received a rating of 8 or higher, target was not met. Granular data for overall quality of work intern supervisors rated the 42 students as follows: 5 were rated 10, 10 were rated 9, 6 were rated 8, 12 were rated 7, 3 were rated 6, 4 were rated 5, 2 were rated 4, 0 were rated 3 or below.

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 forty seven percent scored an 8 or higher. A renewed emphasis on professionalism in our classes appears to be paying dividends, but there remains significant room for improvement.

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 8.3

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

Of the 28 students who completed the graduating senior survey Journalism program specific question "Do you agree or disagree that you developed an adequate understanding of the field's ethics," using the scale of strongly agree, agree, neutral, disagree, and strongly disagree, 21 responded strongly agree, 5 responded agree, 2 responded neutral, 0 responded disagree, and 0 responded strongly disagree. Therefore, 93% agreed or strongly agreed; the target was met.

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:

Although our performance in this category lagged behind last year (ninety three compared to ninety six percent), we remain happy that we exceeded our goal.

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).

Our performance in this area is a bit of a dichotomy. Both recent graduates and intern supervisors generally agree that our students are well grounded in ethical behavior. But from the standpoint of intern supervisors our students are not as professional as they ought to be. We are heartened to see improvement in this measure but there is clearly significant room for improvement. Several of our faculty members have added professionalism as a concrete area in which they assign students grades. We are hopeful that over time our students will develop a better understanding of what it means to be a true professional.

Reflective Statement Review:

- ☒ Revision or explanation needed
- ☐ Satisfactory

Overall Outcome Results Review Comment:

Good reporting of data for the measures and thorough reflective statement. AD 9/24

LG comments 10/18/17: Nice job demonstrating how changes to academic program may be affecting results. (Fix data for 8.3)

Attachments: JOU8.2.docx assessmentportfoliooutput.spv internshipassessment.sav PORTFOLIO.pdf JOU INTERNSHIP ASSESSMENT FORM 2011.pdf PORTFOLIO EVAL FORM 2010.pdf

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

Review:

- ☒ Revision or explanation needed
- ☐ Satisfactory

Review Comments:

For the curriculum assessment methods - course embedded questions do not seem to be

- ☒ 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:

Portfolios: All students are required to submit a portfolio that includes at least ten published work samples the semester prior to graduation. 2. Internship Evaluations: Most students 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. 3. Student surveys: Provide a student-centered perspective on specific student learning outcomes through the use of the graduating senior and first destination surveys. Although the journalism program is currently in a period of transition, our strategic plan and the skills we want to assess, such as the outcomes: use of good judgement, applying good writing and research skills, and understanding and exhibiting professional and ethical standards, remain the same. Faculty observation, scoring rubrics and assessing student projects in courses such as Newsreporting, Advanced Reporting and Electronic Journalism I.

used in the assessment. Likewise for surveys, you should explain each checked survey that you use. The first destination survey does not seem to be used although a survey where student's rate the program is. It is unclear whether this is the graduation survey or a survey students in the program take prior to graduation. Under miscellaneous assessment methods the faculty committee who rate the portfolios could be included as "other." AD 9/24

LG comments 10/18/17: I agree with reviewer...not clear why some of these are marked.

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:

Faculty observation, scoring rubrics and assessing student projects in courses such as Newsreporting, Advanced Reporting and Electronic Journalism I assess student deadline writing,

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:**Local:**

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

Explain EACH item checked above:

First Destination

Other Survey(s):

- ☐ National Survey
- ☐ State Survey
- ☒ Other Survey

Explain EACH item checked above:

Internship Supervisor survey and Graduating Senior Survey

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

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: 5 Measure: 2

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

Although we didn't meet our goals in this area, we are heartened to see some improvement in deadline writing among News Reporting students. We expect to see even more improvement because of the forementioned change in scheduling of the newsreporting class.

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

A total* of 79% (41 of 52) of students in News Reporting classes successfully completed a timed writing assignment. In terms of granular data a total of 83% of students (24 of 29) during spring 2016 successfully completed a deadline assignment. In one section 10 of 14 (71%) completed the assignment in another section 14 of 15 (93%) successfully completed the assignment. In fall 2016 74% of students (17 of 23) successfully completed a deadline assignment. In one section 8 of 9 (89%) completed the assignment in another section 9 of 14 (64%) successfully completed the assignment. *Although we have more data than last year, we still have somewhat incomplete data. One instructor has since left the University and another no longer has access to the pertinent data. However, there is no reason to believe that the performance in those sections was markedly different than the sections for which we have data.

- ☐ Make Technology Related Improvements
- ☐ Make Personnel Related Changes
- ☐ Implement Additional Training
- ☐ Revise Advising Standards or Process
- ☐ Revise Admission Criteria
- ☐ Other implemented or planned change
- ☐ No Changes to Academic Process

Changes to Curriculum:

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

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.

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

Outcome: 5 Measure: 2

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

As part of an ongoing move to standardize the News Reporting curriculum across sections, the instructors have agreed to place greater emphasis on deadline writing in the class and outside assignments. The exact implication varied by section but included adding additional deadline writing assignments.

Describe the data that you collected to assess the change:

A total* of 79% (41 of 52) of students in News Reporting classes successfully completed a timed writing assignment. In terms of granular data a total of 83% of students (24 of 29) during spring 2016 successfully completed a deadline assignment. In one section 10 of 14 (71%) completed the assignment in another section 14 of 15 (93%) successfully completed the assignment. In fall 2016 74% of students (17 of 23) successfully completed a deadline assignment. In one section 8 of 9 (89%) completed the

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:

You mention in the results review that you plan to focus more on professionalism in the classroom in the future. You may want to include how you plan to do that here. The discussions of the planned changes here are thorough and show that the program is using assessment results to make changes to the program that should show positive results in the near future. AD 9/24

LG comments 10/18/17: It would help to edit the text under **Describe the data that you will collect to assess the change to provide evidence of improvement.** This is just asking you what type of data will be collected (what's there now is auto-populated and doesn't really answer the Q. Otherwise, looks good. You've demonstrated a closed loop!

assignment in another section 9 of 14 (64%) successfully completed the assignment. *Although we have more data than last year, we still have somewhat incomplete data. One instructor has since left the University and another no longer has access to the pertinent data. However, there is no reason to believe that the performance in those sections was markedly different than the sections for which we have data.

Describe Improvement(s):

(If baseline data or no improvement, please explain next steps)

We saw a 5 percentage point improvement in this category, which is a sign that we are headed in the right direction.

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: 5 Measure: 2

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

All of these sections were mixed mode with the class meeting face-to-face once a week. Starting in fall 2017 News Reporting classes will still be mixed mode but will be listed as meeting twice a week giving instructors more flexibility. In other words a professor will now have the option of making students come to class twice a week when he/she determines that a particular area that demands more face-to-face attention. In other cases, a professor may determine that students are better served by having time outside of class to practice their craft. We anticipate that this change will lead to greater student learning in a number of areas, including deadline writing.

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

We will be collecting deadline writing data in all sections of News Reporting in 2017. The data will be compared to those below.

A total* of 79% (41 of 52) of students in News Reporting classes successfully completed a timed writing assignment. In terms of granular data a total of 83% of students (24 of 29) during spring 2016 successfully completed a deadline assignment. In one section 10 of 14 (71%) completed the assignment in another section 14 of 15 (93%) successfully completed the assignment. In fall 2016 74% of students (17 of 23) successfully completed a deadline assignment. In one section 8 of 9 (89%) completed the assignment in another section 9 of 14 (64%) successfully completed the assignment. *Although we have more data than last year, we still have somewhat incomplete data. One instructor has since left the University and another no longer has access to the pertinent data. However, there is no reason to believe that the performance in those sections was markedly different than the sections for which we have data.

- ☐ Add Course
- ☐ 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

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: 5 Measure: 3

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

Although we failed to collect data for this measure in 2016, steps have been put in place to collect the data in 2017.

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

Data were not collected for this new measure. Steps are in place to collect the data in 2017.

- ☐ Change Method of Data Collection
- ☐ Other implemented or planned change(s)
- ☐ Plan has been reviewed and no changes made
- ☐ No Changes to Assessment Plan

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

In a year when we admittedly struggled on many measures, it is difficult to say that we "closed the loop" in very many areas. However, we are confident that we have begun to lay a very solid foundation that will be pay dividends in coming years. One of the challenges we face is that it can take a while to turn around the proverbial ship. A good many of our assessment measures (especially those involving the portfolio) measure student performance near the end of their time with us. Much of our attention in the recent past has been on improving the quality of our News Reporting class. It is going to take a while before those changes are reflected in graduation portfolios and senior year internships. But having said that, there is some evidence that we are headed in the right direction. We are heartened by the 5 percentage point improvement in deadline writing in the News Reporting class. Moving forward there are four areas in which we expect to see improvement as we have begun to place greater emphasis on them. The areas are as follows: deadline writing, news judgement, story idea development and professionalism. These are all areas that will continue to receive greater attention in News Reporting as well as later in the curriculum. We have already begun to see improvement in professionalism as measured by the fact that we saw a 17 percentage point improvement in journalism supervisor satisfaction with the professionalism of interns (measure 8.2).

Review Criteria:

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

- ☐ Revision or explanation needed
- ☒ Satisfactory

Review:

Two corrections need to be made in regards to number 3. These have been noted in the results and were merely oversights in reporting. In addition a few items on the assessment methods tab need to be reviewed for accuracy. These have also been noted. This program has very ambitious goals for all outcomes with most being a 90% success goal. While no changes in measures are planned for the next assessment cycle, proposed changes to the curriculum and recent changes are noted demonstrating the use of assessment results by the program. AD 9/24

LG comments 10/18/17: Overall, excellent report! It's clear the program is making improvements in student learning and striving to improve. Once the minor corrections noted throughout are made, we'll be able to check all the items on the rubric, raising the rating to 5.

LG comments 10/24/17: Corrections made. Looks great!