

UCF Assessment

Assessment Plan and Results

Plan Year: Status: Results Approved for DRC Report
 Program/Unit: Last Updated: 11/15/2013 12:27:47 PM

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UCF IE Assessment Rubrics - 2009-2010 Plans & Results to 2012-2013 Plans & Results
 Revised UCF IE Assessment Rubrics - 2013-2014 Plans onward
 Assessment Coordinator Instructions

View/Submit Results Review  2011-2012 Results Review

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

Quick Links:

Mission:

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

Assessment Process:

The assessment data come from three primary places: 1. All students are required to submit a portfolio that includes at least ten published work samples the semester prior to graduation. No fewer than three faculty members review each portfolio. Faculty fill out two forms: One is the form that determines if the portfolio passes. This form is also considered for assessment purposes. The second form is for assessment purposes only. These two forms are available as attachments in this report for your review. They are attached under Outcome 1. 2. Approximately 80 percent of students complete an internship. We realize that that leaves out 20 percent of our majors who do not. Here's the explanation for this. First, not all Journalism majors qualify for an internship. To obtain an internship, a student must have an overall GPA of 2.5 and must have completed the basic course that is related to the primary task of their internship. For example, a student who desires to take an internship where her or his primary tasks would be writing and editing must have previously completed JOU 2100 News Reporting and JOU 3201 Editing, the basic courses pertaining to writing and editing. Also, because

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

[Top](#)**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.

Meets expectations. Internship supervisors were asked to rate on a scale of 5 (strongly agree) to 1 (strongly disagree) whether they agree with the statement: "The intern demonstrated good news judgement. On this measure, 92 percent of the assessments were a 4 or a 5 of the 65 students who were interning.

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.

Met expectations. Of the five faculty members who reviewed portfolios, there was a 90% agreement over news judgement in the portfolios. This is a significant improvement over the 72% from last year. In part, this likely due to portfolio information sessions offered by Rick Brunson.

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 will continue to offer more portfolio training sessions. With only four faculty members this year, the additional service work for portfolios and internship supervision will be overwhelming.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Good. The attached instruments seem both appropriate and sufficiently detailed for data gathering.

Result under Measure 1.2: Typo "jusement"

The first attachment below is oddly (mis)named "FORTFOLIO ..."

DRC Chair Review:

Overall review of entire report.

- In agreement with the DRC reviewers comments.
- For outcomes 1, 4, and 7 you come very close to showing evidence of "closing the loop". You indicate that improvements were made and that the portfolio workshops were the likely cause of improvement, but there is nothing informing us if the portfolio workshops were new this cycle or if something within the workshops changed. Also, there is no indication of whether or not the workshops (or changes in the workshop) were the result of assessment.
- Though it is easy to see from the data whether or not the goal was met, several measures did not include a direct statement saying so.
- Provide thorough data. i.e. Sample sizes and absolute numbers. In one measure there was no data it was simply stated that the goal was met with no data as evidence to back it up.
- Make comparisons to data from previous years so we can see if improvements have been made. If improvements are made make note of any changes that may have led to the improvements and whether those changes were the result of assessment. (came close in outcome 1)

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

Top

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.

Expectations were met. Ninety-five percent of interns earned a 4 or 5 in response to this question.

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.

Met expectations. Only four of the 50 students who turned in a portfolios had portfolios that were a 1 or a 2 and thus had to be resubmitted.

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).

Students continue to do well in these area. Future assessment needs to be added to address digital skills.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Reasonable and appropriate.

Description of Measure 2.2 within parentheses "one" was probably intended as "on"

Attachments:

Top

Outcome: 3

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

Academic Learning Compact (ALC):

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

Measure: 3.1

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

Result:

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.

More than 90% (92%) agreed with the statement: " The intern demonstrated a good command of grammar, punctuation, spelling, and Associated Press (or house) style."

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.

Due to adjuncts teaching these classes, an exam was not given.

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).

As we revise the curriculum, we plan to create an exam that all JOU 2100 will use. Budget cuts have meant that too often adjuncts teach our important skills classes. We hope to have faculty teaching more skills classes. Currently, an associate professor has had to give up teaching graduate classes to teach a skills class. While a plan was made to create a universal JOU 2100 assessment, we were not aware at the time of last year's assessment that we would lose a faculty position. Making changes to our assessment will be a challenge because one of our three faculty members will be abroad in the Spring 2014 semester.

Reflective Statement Review:

- ☒ Revision or explanation needed
- ☐ Satisfactory

Overall Outcome Results Review Comment:

It appears the goal for Measure 3.1 is met. It is likely sufficient and satisfactory as presented but the results would be more useful and understandable to outsiders if absolute numbers were cited here and elsewhere in addition to percentages. We see earlier that there were 65 students who completed internships but the directions on the Internship Assessment Form allow for no response if an item is not applicable. Presumably the numbers were available when the cited 92% was calculated so the addition of a brief statement (e.g. "59 out of 64 respondents") would further clarify and require no extra work burden.

The results for Measure 3.2 are unreported due to a data collection lapse. This same problem appeared in last year's report along with a proposed remedy but apparently that was not acted upon.

Attachments:

[Top](#)

Outcome: 4

Journalism graduates will understand and apply successful interviewing techniques.

Academic Learning Compact (ALC):

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

Measure: 4.1

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

Result:

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.

More than 90 percent of internship supervisors (93%) agreed with the statement: "The intern demonstrated good interviewing skills."

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.

All of the passing portfolios had the 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 agreed 95 percent of the time that "Overall, the portfolio demonstrates that the student can successfully complete interviews. "

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 portfolio workshops have improved student understanding of portfolio requirements.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

It appears the goals of Outcome 4 were met but the wording of Measure 4.2 and the Results associated with it are oddly worded such the the precise meaning is not clear to this reviewer. (This may be my misunderstanding but it appears to result from a hasty or incomplete edit.)

Attachments:

Top

Outcome: 5

Graduates will demonstrate the ability to conduct journalistic research.

Academic Learning Compact (ALC):

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

Measure: 5.1

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

Result:

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.

More than 90% percent of internship supervisors (93%) expressed agreement with the statement: "The intern demonstrated good research skills."

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.

More than 90 percent of internship supervisors (92%) expressed agreement with the statement: "The intern demonstrated good reporting skills."

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).

Again, having one contact person for the internship supervisors was helpful in the assessment of student skills.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Appears reasonable and appropriate. (See comment earlier concerning possibly citing absolute numbers to support reported percentages.)

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

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

Academic Learning Compact (ALC):

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

Measure: 6.1

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

Result:

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.

More than 90 percent of internship supervisors (92%) expressed agreement with the statement: "The intern demonstrated the ability to meet deadlines."

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 6.2

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

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.

More than 90 percent of internship supervisors (94%) expressed agreement with the statement: "The intern demonstrated the ability to tell compelling journalistic stories through an appropriate medium (i.e. photos, words, graphics, etc.)."

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).

Measure 6.2 needs to be revised to better assess the multi-media skills of journalism students.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

This seems fine.

Attachments:

Top

Outcome: 7

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

Academic Learning Compact (ALC):

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

Measure: 7.1

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

Result:

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.

More than 90 percent of internship supervisors (94%) expressed agreement with the statement: "The intern's work was accurate."

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.

More than 90 percent of graduation portfolios (96%) received 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.

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).

Again, portfolio workshops helped increase student understanding about faculty expectations.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Appears reasonable and appropriate. (See comment earlier concerning possibly citing absolute numbers to support reported percentages.)

Attachments:

Top

Outcome: 8

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

Academic Learning Compact (ALC):

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

Measure: 8.1

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

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.

Students did not do as well in this category. Fewer 90 percent of internship supervisors (80%) expressed agreement with the statement: "The intern met or exceeded our expectations in terms of developing and pitching story ideas."

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.

More than 90 percent of graduation portfolios received 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.

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).

Faculty agree that students are not doing well in developing and pitching story idea. We will discuss this topic at a future faculty meeting.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Result under Measure 8.1: Word missing "fewer (than) 90% ..."

Result under Measure 8.2: An unsupported declaration of success is made. Can we have at least a percentage? Raw numbers would be better still.

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

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

Academic Learning Compact (ALC):

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

Measure: 9.1

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

Result:

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.

More than 90 percent (96%) of supervisors expressed agreement with the statement: "The intern behaved ethically."

Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Measure: 9.2

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

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

Result:

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.

More than 90 percent of students (94%) had an average of four or higher on a five-point scale.

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 plan to revisit the concept of "professionalism" in measure 9.2. to reflect a different newsroom culture and an increase in mobile journalism.

Reflective Statement Review:

- ☐ Revision or explanation needed
- ☒ Satisfactory

Overall Outcome Results Review Comment:

Appears reasonable and appropriate. (See comment earlier concerning possibly citing absolute numbers to support reported percentages.)

Attachments:**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

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:

This is a troubling report that cannot be designated as Satisfactory. It appears the program is understaffed and facing possible blending with another. The faculty have reasonably decided not to attempt any changes or new initiatives.

Explain EACH item checked above:

In the past, students were required to turn in a print portfolio. Beginning in Fall 2013, student will have the option of turning in an online portfolio. There is no changes to the portfolio requirements at this point.

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

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:**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
- ☒ No Changes to Academic Process

Explain EACH item checked above:

A number of issues have led to the decision not to make a change at this time. First, there is the lack of faculty members. There are now only three members of the journalism program and one regional campus faculty member who can only teach one class on campus. (There were 6 faculty members and a regional position in the Journalism program six years ago.) The faculty member we lost in the past year taught two of our most critical classes as our field evolves: photography and multimedia; overall, he taught 250 students each semester. We cannot plan changes to curriculum or assessment until we know what our faculty will be like in the near future. Second, there is a possible merge with the broadcast track of the Radio-Television program that would impact our curriculum and assessment. Third, we will be moving to a calendar year assessment for the 2013-2014 school year. We hope to begin changing our curriculum beginning in the Fall 2014 semester when the portfolios go online.

Changes to Curriculum:

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

Explain EACH item checked above:

A number of issues have led to the decision not to make a change at this time. First, there is the lack of faculty members. There are now only three members of the journalism program and one regional campus faculty member who can only teach one class on campus. (There were 6 faculty members and a regional position in the Journalism program six years ago.) The faculty member we lost in the past year taught two of our most critical classes as our field evolves: photography and multimedia; overall, he taught 250 students each semester. We cannot plan changes to curriculum or assessment until we know what our faculty will be like in the near future. Second, there is a possible merge with the broadcast track of the Radio-Television program that would impact our curriculum and assessment. Third, we will be moving to a calendar year assessment for the 2013-2014 school year. We hope to begin changing our curriculum beginning in the Fall 2014 semester.

Changes to Assessment Plan:

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

Explain EACH item checked above:

A number of issues have led to the decision not to make a change at this time.

First, there is the lack of faculty members. There are now only three members of the journalism program and one regional campus faculty member who can only teach one class on campus. (There were 6 faculty members and a regional position in the Journalism program six years ago.) The faculty member we lost in the past year taught two of our most critical classes as our field evolves: photography and multimedia; overall, he taught 250 students each semester. We cannot plan changes to curriculum or assessment until we know what our faculty will be like in the near future. Second, there is a possible merge with the broadcast track of the Radio-Television program that would impact our curriculum and assessment. Third, we will be moving to a calendar year assessment for the 2013-2014 school year. We hope to begin changing our curriculum beginning in the Fall 2014 semester.

Institutional Effectiveness Assessment Results Rubric

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

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

Indicators:

- ☒ 1. Complete and relevant data are provided for all measures OR if data are incomplete or missing, an explanation is provided
- ☐ 2. Data reporting is thorough (see below)
i.e., populations are defined; sampling methods and response rates are provided with survey data, etc.
- ☒ 3. Results for each measure indicate whether the target for that measure has been met
- ☒ 4. Reflective statements are provided either for each outcome or aggregated for multiple outcomes
- ☒ 5. Implemented and planned changes are included and are linked to assessment data, or if no changes are reported, an explanation is provided
- ☒ 6. Assessment instruments are attached or linked to if not proprietary

Additional Indicators:

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

Summary of 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).

A complete overhaul of the Journalism program will be made during the next 1-2 years in reaction to changes in the industry and a possible merge with the Radio-TV program. This will impact assessment as the RTV program does not now require a portfolio. The Journalism portfolio will become an online portfolio beginning in Fall of 2014.

Review Criteria:

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

- ☒ Revision or explanation needed
- ☐ Satisfactory

Review:

Under "Summary of Assessment Process": Typo "the next 1-2 years ..."

DRC Chair Review:

Overall review of entire report.

- In agreement with the DRC reviewers comments.
- For outcomes 1, 4, and 7 you come very close to showing evidence of "closing the loop". You indicate that improvements were made and that the portfolio workshops were the likely cause of improvement, but there is nothing informing us if the portfolio workshops were new this cycle or if something within the workshops changed. Also, there is no indication of whether or not the workshops (or changes in the workshop) were the result

of assessment.

- Though it is easy to see from the data whether or not the goal was met, several measures did not include a direct statement saying so.
- Provide thorough data. i.e. Sample sizes and absolute numbers. In one measure there was no data it was simply stated that the goal was met with no data as evidence to back it up.
- Make comparisons to data from previous years so we can see if improvements have been made. If improvements are made make note of any changes that may have led to the improvements and whether those changes were the result of assessment. (came close in outcome 1)

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