

Goal/Outcome 1: The program will provide students with the basic technical skills of journalism

This outcome will be measured through three vehicles. First, portfolios produced as part of students' experience in the program's senior-level capstone course will be evaluated for quality based upon rubrics identifying the basic characteristics of effective journalism products in the areas of print journalism, broadcast journalism and visual communication. A random sample of these materials will be evaluated each year at the end of fall semester by a committee comprised of members of the School of Journalism faculty, as well as by volunteer professional practitioners where possible. Second, a survey will be administered to internship advisors at the conclusion of each program student's internship experience seeking an evaluation of the student's grasp of basic journalism skills. Third, data from an existing School of Communication alumni survey instrument will be collected each spring semester, with particular attention being paid to Q299: "How well did your degree program prepare you for your career?" and Q315: "What is the relationship of your current job to your major?" Responses to these questions should indicate the degree to which former students feel that the program has provided the kinds of basic technical skills necessary for employment and success in the journalism field.

Goal/Outcome 2: The program will provide strong grounding in the theory and concepts of mass media

Two measurement vehicles will be used to assess this outcome. First, a multiple-choice examination instrument featuring a few dozen basic knowledge questions covering mass media theories and concepts will be administered each year at the end of fall semester to the students in both the 100-level introduction course and the 300-level capstone course; a comparison of the results from both classes will indicate those areas in which the program is meeting this goal, and those areas which demand greater attention. Second, data from an existing School of Communication alumni survey instrument will be collected each spring semester; a survey question will ask former students to rate the program's ability to provide grounding in mass media theory and concepts.

Goal/Outcome 3: The program will foster an understanding of the legal and ethical aspects of the profession

A first method of analysis for this outcome will be the administering of a multiple-choice examination to the students in the program's 300-level capstone course each year at the end of fall semester. Results of the examination will both indicate if students have achieved a basic understanding of the profession's legal and ethical concerns and which specific areas of instruction within the program might be improved. A second measurement will be achieved by comparing the program's current course requirements for the three major sequences in the areas of media law and media ethics to the standards set for accreditation by the Association for Educators in Journalism and Mass Communication (AEJMC), which is the most widely recognized accrediting body in higher education journalism.

Goal/Outcome 4: The program will encourage multi-disciplinary inquiry

The program's success in achieving this outcome will be assessed in two ways. First, the program's current course requirements for the three major sequences will be compared to the standards set for accreditation by AEJMC; for example, the accrediting body requires that a certain percentage of a student's overall credits come from courses outside the communication discipline. Second, an analysis of the overall composition of graduating seniors' earned credits will be conducted each year at the end of spring semester to determine if students have taken courses in a wide range of disciplines across the campus curriculum.

Discussion

A number of significant efforts will be necessary in order for the assessment outcomes outlined above to be achieved. Chief among these are a series of changes to the journalism program curriculum, including the addition of an introductory course and a capstone course to the required curriculum for each of the program's three sequences (print journalism, broadcast journalism and visual communication). A rubric for assessing the basic quality of students' portfolio pieces must be developed and approved by the journalism faculty. A multiple-choice examination to test students' grasp of basic media theories and concepts specific to journalism knowledge must be created from the instrument already in use by the mass media program. Finally, an examination to be administered to senior students in the capstone course as a means of measuring their knowledge of legal and ethical issues in the media must be developed. Yet it is our aim to use the information gleaned from these efforts to identify and implement specific measures to improve the quality of students' learning experiences in the School of Communication in general and the School's journalism program in particular. The journalism faculty will continue to meet on a regular basis to address each of these challenges in order to prepare for the first phase of program assessment in Fall 2009.

Journalism Program March 1, 2009

Directions: Complete 1 table for each Program Goal. You may consider 2-3 outcome measures per goal. (Some goals may have more measures, if applicable.)

Program Goal 1: Program will provide students with the basic technical skills of journalism						
Outcome Measures	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Evaluative assessment of student assignments collected from coursework through the curriculum and included in their senior portfolios	Scores on rubrics; random sample of copies of student assignments	No	Senior-level students in the capstone course	Evaluation rubrics on basic technical merits of student assignments	Journalism faculty; volunteer professional practitioners where available	Each fall
Outcome Measures	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Assessment of student interns' grasp of basic journalism skills	Survey scores on students' internship performances	No	Journalism majors filling internships	Scores on internship supervisor survey	School of Communication internship coordinator	Each semester

Outcome Measures	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Percentage of alumni who are employed in a field related to their study in journalism; percentage who feel their program of study prepared them well for a career	Alumni survey data	No	Journalism majors filling internships	Scores on alumni survey	Alumni Office	Each spring

Program Goal 2: Program will provide strong grounding in the theory and concepts of mass media						
Outcome Measures	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Pre-test/post-test comparison of students' performances on multiple-choice examination covering media theories and concepts	Examination scores	No	Students in the program's introductory and capstone courses	Multiple-choice examination	Journalism faculty instructing the introductory and capstone courses	Each fall
Outcome Measures	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Percentage of alumni who feel the program provided strong grounding in the theory and concepts of mass media	Alumni survey data	No	Alumni	Alumni survey question	Alumni Office	Each spring

Program Goal 3: Program will foster an understanding of the legal and ethical aspects of the profession						
Outcome Measures	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Students' performance on a multiple-choice examination dealing with the legal and ethical aspects of the profession	Student scores on multiple-choice examination	No	Students in the capstone course	Multiple-choice examination	Journalism faculty teaching the capstone course	Each fall
Comparison of Journalism Program curriculum to AEJMC requirements	Journalism Program curriculum; AEJMC guidelines for accreditation	Yes	Journalism Program curriculum	Direct comparison to AEJMC standards	Journalism Program coordinator	Fall 2009

Program Goal 4: Program will encourage multi-disciplinary inquiry						
Outcome Measures	Data Needed	Data Already Available	What group(s) will be assessed?	Assessment Methods	Who will conduct assessment?	Timeline
Comparison of Journalism Program curriculum to AEJMC accreditation requirements	Journalism Program curriculum; AEJMC guidelines for accreditation	Yes	Journalism Program curriculum	Comparison to AEJMC standards	Journalism Program coordinator	Fall 2009
Composition of graduating students' programs of study	Copies of graduating students' programs of study	Yes	Graduating seniors	Calculating number of students with a certain percentage of their total credits taken outside School of Communication	Journalism Program coordinator	Each spring