Assurance of Student Learning 2018-2019	
Potter College of Arts & Letters	School of Media
Journalism Major (736)	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.		
Student Learning Outcome Demonstrate the ability to create effective content and evaluate it for accuracy, clarity, appropriate style and grammatical/language arts correctness.		
Instrument 1	**Cover Letter (JOUR 426)**	
Instrument 2	**Resume (JOUR 426)**	
Instrument 3	**Portfolio of published work (JOUR 426)**	
Based on your results, circle or highlight whether the program met the goal for Student Learning Outcome 1.	**YES**	
Student Learning Outcome 2: Demonstrate journalistic proficiency in dealing with specific information, including facts, concepts, theories, laws and regulations, processes and effects.		
Instrument 1	**Internship supervisor completion of School of Media Evaluation Form.**	
Instrument 2	**Internship supervisor Journalism Major Evaluation Form**	
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		
Student Learning Outcome 3.		
Instrument 1		
Instrument 2		
Instrument 3		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		

Program Summary: We need to rethink assessment in this program. We do not have enough learning outcomes, and the second relies completely on indirect measures. However, we have available to us the ACEJMC core competencies, and it should be straightforward to select better SLOs from these. We are happy with our measures for SLO #1.

The ACEJMC core competencies are:
  • understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
  • demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
  • demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
  • demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
  • understand concepts and apply theories in the use and presentation of images and information;
  • demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
  • think critically, creatively and independently;
  • conduct research and evaluate information by methods appropriate to the communications professions in which they work;
  • write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
  • critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
  • apply basic numerical and statistical concepts;
  • apply tools and technologies appropriate for the communications professions in which they work.

Student Learning Outcome 1	
Student Learning Outcome	Demonstrate the ability to create effective content and evaluate it for accuracy, clarity, appropriate style and grammatical/language arts correctness.
Measurement Instrument 1	**Portfolio Cover Letter**
Criteria for Student Success	A Pass/Fail assessment scale is used with a Rubric Numeric Value of 3 equating to a "Pass" assessment.

Program Success Target for this Measurement	80 percent (eight of 10 portfolios from an appropriate sample will score at a 3 on the rubric.	**Percent of Program Achieving Target**	80 percent (8 of 10 from the sample.
Methods	• A three-part portfolio creation — cover letter, resume, work samples — is required in the JOUR 426 Advanced Reporting Capstone class, which is taught each spring term and which has an enrollment of 10-15 students per spring term. Ideally 10 student portfolios are used. • The review of the cover letter is done by the Journalism Major Professional Advisory Committee, comprised of industry professionals, some graduates of the school, and the major's faculty. • The portfolio cover letters are selected in a cross-section manner to include gender, ethnicity and the students intended career path (for example, reporting, editing, design, etc.). • An average of multiple assessor scores is used.		
Measurement Instrument 2	Resume • Demonstrate effective content in a resume used to secure an internship, a fellowship, a scholarship or employment. • Demonstrate effective design/organization on a resume used to secure an internship, a fellowship, a scholarship or employment. • Demonstrate effective editing on a resume — including accuracy and language arts — used to secure an internship, a fellowship, a scholarship or employment.		
Criteria for Student Success	A Pass/Fail assessment scale is used with a Rubric Numeric Value of 3 equating to a "Pass" assessment.		
Program Success Target for this Measurement	80 percent (eight of 10 portfolios from an appropriate sample will score at a 3 on the rubric.	**Percent of Program Achieving Target**	80 percent (8 of 10 from the sample.
Methods	• A three-part portfolio creation — cover letter, resume, work samples — is required in the JOUR 426 Advanced Reporting Capstone class, which is taught each spring term and which has an enrollment of 10-15 students per spring term. Ideally 10 student portfolios are used. • The review of the resumes is done by the Journalism Major Professional Advisory Committee, comprised of industry professionals, some graduates of the school, and the major's faculty. • The portfolio resumes are selected in a cross-section manner to include gender, ethnicity and the students intended career path (for example, reporting, editing, design, etc.). • An average of multiple assessor scores is used.		
Measurement Instrument 3	Portfolio of published work		
Criteria for Student Success	A Pass/Fail assessment scale is used with a Rubric Numeric Value of 3 equating to a "Pass" assessment.		
Program Success Target for this Measurement	80 percent (eight of 10 student work samples from an appropriate sample of portfolios will score at a 3 on the rubric.	**Percent of Program Achieving Target**	80 percent (8 of 10 from the sample.

Methods	• A three-part portfolio creation — cover letter, resume, work samples — is required in the JOUR 426 Advanced Reporting Capstone class, which is taught each spring term and which has an enrollment of 10-15 students per spring term. Ideally 10 student portfolios are used. • The review of the student work samples is done by the Journalism Major Professional Advisory Committee, comprised of industry professionals, some graduates of the school, and the major's faculty. • The portfolio/student work samples are selected in a cross-section manner to include gender, ethnicity and the students intended career path (for example, reporting, editing, design, etc.). • An average of multiple assessor scores is used.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

• All Journalism majors are now required to take SJB 210, a deeper exposure to software applications used to design news content and for use on creating resumes, cover letters and portfolios (Photoshop, InDesign and Adobe Illustrator).
• The rubric for the portfolio assessment is reviewed and revised annually.
• A goal of a 3.5 average has been set for academic year 2020-2021.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
During the past six academic years, the 80 percent target has been met each year.
Annual review of the assessment will identify areas where some students remain weak. And comparing assessment outcomes with aligned curriculum to ensure optimal performance on the assessment will help improve the assessment. Seeking input from the major's Professional Advisory Committee on the assessment can also ensure the efficacy of the assessment and the validity of outcomes.

Student Learning Outcome 2			
Student Learning Outcome	Demonstrate journalistic proficiency in dealing with specific information, including facts, concepts, theories, laws and regulations, processes and effects via professionally supervised created and/or published student work.		
Measurement Instrument 1	**Internship supervisor completion of School of Media Evaluation Form.**		
Criteria for Student Success	A score of "good" or "superior."		
Program Success Target for this Measurement	75 percent "Superior" or "Good" evaluations	**Percent of Program Achieving Target**	95 percent
Methods	Journalism Majors doing internships for academic credit (JOUR 467 News-Editorial Practicum and JOUR 491 Internship) and students doing paid internships not for academic credit are evaluated by the intern's direct supervisor for the following competencies: • demonstrate independent reporting/news-gathering • demonstrate professional workplace behavior including but not limited to punctuality, dependability, dress, • demonstrate successful research journalistic research and the ability to evaluate that information • demonstrate correct and clear writing in forms and styles appropriate for the audiences and purposes they serve • critically evaluate their work for accuracy and fairness, clarity, appropriate style and language • demonstrate applied fact-finding • demonstrate effective storytelling techniques • demonstrate the ability to make deadlines • demonstrate the ability to complete assignments		
Measurement Instrument 2	**Internship supervisor Journalism Major Evaluation Form**		
Criteria for Student Success	A score of A/B (superior/good)		
Program Success Target for this Measurement	80 percent "Yes," "Superior/Good" and "A/B" ratings	**Percent of Program Achieving Target**	90 percent
Methods	Journalism Majors doing internships for academic credit (JOUR 467 News-Editorial Practicum and JOUR 491 Internship) and students paid internships not for academic credit complete an evaluation for the Journalism Major Coordinator.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

• All Journalism majors in their classes and through advising are encouraged to and assisted with finding internships because they are not required.
• Smaller print news operations also need interns to assist on production days, particularly with page layout, which requires basic InDesign and Photoshop software skills. All Journalism Majors are now required to take SJB 210, a deeper exposure to software applications used to design news content (Photoshop, InDesign and Adobe Illustrator).
• The rubric for the intern evaluation is reviewed and revised annually.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

• A key question on the Journalism Major evaluation form is "Would you recommend this student for an internship or for a job." In the rare cases the internship supervisor responds "no," the Journalism major coordinator contacts the supervisor for more specific information regarding the response.
• When possible, the Journalism Major coordinator makes site visits and meets with internship supervisors.
• The internship supervisors are contacted during the internship via email and/or phone calls to track the intern's progress.

Student Learning Outcome 3			
Student Learning Outcome			
Measurement Instrument 1	**NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.**		
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 2			
Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			
Measurement Instrument 3			

Criteria for Student Success			
Program Success Target for this Measurement		**Percent of Program Achieving Target**	
Methods			

	Met	Not Met
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Journalism Major CAPSTONE PORTFOLIO REVIEW/JOUR 426

STUDENT: **SEMESTER:**

Indicate your agreement with each statement.
(**1 = strongly agree;** 2 = agree; 3 = undecided; 4 = disagree; **5 = strongly disagree**)
(Y = yes; N = no; NA=Not applicable)

Cover letter

1.   The letter was professional in appearance and had no language-usage errors.

       1   2   3   4   5

2.   The letter complemented the student's resume´.

       1   2   3   4   5

3.   The letter was well constructed.

       1   2   3   4   5

4.   The letter was persuasive.

       1   2   3   4   5

5.   The letter clearly stated the student's employment goal.

       1   2   3   4   5

Resume´

6.   The resume´ was professional in appearance and had no language-usage errors.

       1   2   3   4   5

7.   The "experience" section was arranged in reverse chronological order.

       1   2   3   4   5

8.   The student had published work (student publications, internships, professional, an edited WKU website.

       Y   N

9.   The student had one or more internships with professional outlets.

       Y   N

See other side