

**Assurance of Student Learning
2019-2020**

Potter College

School of Media

Journalism Major (736)

Mac McKerral

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 1: Demonstrate the ability to write an effective news story

Instrument 1 | News Story (JOUR 202 Intro to News Writing)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

MET

NOT MET

Student Learning Outcome 2: Demonstrate the ability to design an effective photopage layout

Instrument 1 | Photo layout for print (JOUR 323 Multiplatform News Presentation)

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

MET

NOT MET

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

The world of journalism is changing. However, the need for excellent journalists is not. The major in Journalism grounds its curriculum in the skills that all employers within the news media and professional communications want: strong writing and editing skills; excellent storytelling skills; the ability to find and process complex information, and share it in a way that helps others understand it; and the ability to deal on a face-to-face basis with diverse audiences.

The core of the curriculum remains reporting, writing and editing for print and the Web. A dedicated and talented faculty with strong professional careers in journalism teaches these courses. That core is joined by a range of classes aimed at developing a foundation in multimedia storytelling: digital photojournalism, audio-visual gathering and editing; and Web site development and content delivery. Experts from all units throughout the SoM teach these classes. Ethical and professional standards, and emphasis on First Amendment principles and media law concepts are incorporated throughout the curriculum. Students in the journalism major graduate prepared for work at any news media outlet or for any position in professional communications. Along the way, they get one-on-one academic and career advising from the journalism faculty — and the knowledge and skills to make a difference.

The Journalism unit has always adapted the program to continue to provide students with relevant information and training to create graduates ready to step into a career in the field. The program will continue to make those changes moving forward. A comprehensive review of the School of Media curriculum in all units is underway with scheduled completion at the end of the Spring 2021 term. Foundational changes in the Journalism major were made in 2009 (when it was called the News-Editorial major). Since that time, annual changes have been made to keep the curriculum relevant and challenging.

Student Learning Outcome 1

Student Learning Outcome	In the JOUR 202 Intro News Writing class, students will demonstrate the ability to: write an effective lead on a news story; to properly prioritize the news content; to organize an effective narrative news story; to effectively use direct quotes; and to effectively edit a news story for language arts and Associated Press Style.		
Measurement Instrument 1	A news story for print or the Web based on a police report.		
Criteria for Student Success	A 40-point assessment scale is used with a “pass” score of 28.		
Program Success Target for this Measurement	80 percent of the sample will score at the pass rate of 28 or higher.	Percent of Program Achieving Target	84.6 percent (11 of 13)
Methods	<ul style="list-style-type: none"> • Students (15) in their freshman/early sophomore year were given 55 minutes to write a news story based on a prompt containing information from a local police report. The stories were assessed in four categories with each category worth 10 points for a maximum of 40 points. (Rubric Attached). • The assessment of the stories was done by four members of the School of Media faculty in the Journalism, Broadcasting and Photojournalism units. • The story sample was selected in a cross-section manner to include gender, ethnicity and the students’ intended career path (for example, reporting for print/web, broadcasting, etc.). • An average of multiple assessor scores was used. 		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		Met	
Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
Textbooks and teaching materials for JOUR 202 are reviewed by the faculty each academic year. In JOUR 202, throughout the semester students build skill levels with in-class news writing assignments and with assignments that involve outside-class reporting. The Student Learning Outcome 1 news story is the third in a sequence of three stories written in JOUR 202 with each containing more information and required detail in the story such as additional sources and more extended direct quotes from which they must choose the best for effective storytelling. The story prompts are drawn from real news stories and changed each semester. This process has shown the value of a sequential and progressive approach to building a news story, and because the students receive thorough editing/feedback in each step, it allows them to see the progress they make toward the goal of writing the story under a time restraint.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Journalism Majors in JOUR 202 who succeed in the class (a grade of “C” or higher) move onto JOUR 302 Intermediate Reporting in which their ability to write an effective and publishable news story from information they gather is assessed. This helps determine whether JOUR 202 provides the proper foundation for the course in the writing sequence, JOUR 302. Since JOUR 302 enhances skill levels and elevates the level of reporting done, it will all collection of more appropriate artifacts. If the success rate is not met in the JOUR 202 assessment in three consecutive assessment periods, the unit faculty will review and revise this outcome in order to ensure students are prepared for the next level of development.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)?			

Student Learning Outcome 2

Student Learning Outcome	In JOUR 323, students will demonstrate the ability to design an effective photo page for print or Web using the four basic elements: Photos, headlines, captions and text.		
Measurement Instrument 1	A photo layout for print or web.		
Criteria for Student Success	A 60-point assessment scale is used with a pass score of 48.		
Program Success Target for this Measurement	80 percent of the sample will score at the pass rate of 48.	Percent of Program Achieving Target	80 percent (16/20)
Methods	<ul style="list-style-type: none"> • Students receive a selection of photos/captions (10-12) and a story (text) from which they design a photo layout for print or Web. They choose the photos/captions (no more than six photos nor less than 4). They can make minor edits to the story for length. They must create the display headline and a subhead (if they use one). The layouts are assessed five categories. (Rubric Attached). • The assessment is done by School of Media faculty in the Journalism and Photojournalism units. • The layouts are selected in a cross-section manner to include gender, ethnicity and the students intended career path (for example, multimedia journalism, news content design, etc.) • An average of multiple assessor scores is used. • Typically, 8-10 students per semester are assessed. • Typically, three faculty from the School of Media Journalism and Photojournalism units assess the work. 		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
Textbooks and teaching materials for JOUR 323 are reviewed by the faculty each academic year. JOUR 323 is the only required course in the Journalism major curriculum that incorporates a design element. There are restricted electives that in the curriculum that focus on news presentation, but since the curriculum only has one restricted elective option, only handful of students opt to pursue a course in presentation (design). However, we have learned that students doing internships or being hired into small-market news outlets need to have a foundation in layout and design. The photo layout project remains worthy of assessment. Because we are an accredited program, the number of hours we can require in the major is capped. Going forward the School of Media needs to continue review its curriculum in its Journalism, Photojournalism and Broadcasting majors to look for ways to enhance the news presentation emphasis. If students consistently miss the goal, an option being considered is dropping this design element from the JOUR 323 course content and requiring Journalism majors to take the 300-level Picture Editing course in the Photojournalism major, which focuses solely on the skills taught in the JOUR 323 photo layout module.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
An extensive curriculum review for the three accredited majors is underway with recommendations to the full faculty of the School of Media by the end of the spring 2021 term. If the success rate is not met in the JOUR 323 assessment in three consecutive assessment periods, the unit faculty will review and revise this outcome, or change the Journalism Major curriculum as per above to ensure students are prepared for the next level of development.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
SLO 2: Spring 2021			

assessment

- **Effective Lead** (10 points): _____
- **Adequate Content/Organization** (10 points): _____
- **Editing and use of direct quotes** (10 points): _____
- **Editing/AP style/writing efficiency** (10 points): _____

Total: _____/40

**JOUR 323
Photo Layout Assessment**

- **Layout effectiveness** (includes variety in shapes/content; displays modular design; contains dominant image)

_____/ 15 points

- **Photo selection/cropping**

_____/ 15

- **Type choices (Headline/headlines; captions; credits/text)**

_____/ 15

- **Headline/headlines content**

_____/ 15

Total: _____/60