PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

    Program name: Journalism

    Program code: AAJOUR

Division: HSS   Department: English

Type of Award: ☒ A.A.   ☐ A.S   ☐ A.A.S.

                    ☐ Cert.   ☐ Adv. Cert.   ☐ Post-Assoc. Cert.   ☐ Cert. of Completion

2. Semester assessment was administered (check one):

☒ Fall 20 _14_

☒ Winter 20_ _14_

☐ Spring/Summer 20_____

3. Assessment tool(s) used (check all that apply):

☒ Portfolio

☐ Standardized test

☐ Other external certification/licensure exam (please describe):_____

☐ Graduate Survey

☐ Employer Survey

☐ Advisory Committee Survey

☐ Transfer follow-up

☐ Externally evaluated performance or exhibit

☐ Externally evaluation of job performance (internship, co-op, placement, other)

☐ Capstone experience (please describe):

☐ Other (please describe):

4. Have any of these tools been used before?

☒ Yes (if yes, identify which tool)

☐ No

If yes, has this tool been altered since its last administration? If so, briefly describe changes made. **N/a**

5. Indicate the number of students assessed/total number of students enrolled in the course.

Data was drawn from two courses; one totaled twelve students who generated the requisite portfolio artifact; the other totaled sixteen.

6. Describe how students were selected for the assessment.

    a. Describe your sampling method.

All students completing portfolios (i.e. web pages on blog-hosting platform) in JRN 220 during Winter 2014 (which was the most recent offering) and all students completing portfolios in JRN 217 during Fall 2014.

    b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)?

The population represents the best effort I could make at capturing students most likely to be graduating from the journalism program within a year or less from the time of assessment. This is a challenge because the program has no capstone course and allows a certain flexibility; any one of three 200-level courses may be taken during a student's final semester in the program. Drawing data from two of these 200-level courses was suggested by the chair of the assessment committee as a way to address this challenge.

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PROGRAM ASSESSMENT REPORT

II. Results

1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment.

N/a

2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

This is the program outcome (verbatim) from the Program Assessment Plan approved by the assessment committee in 2015:

Report and write news and features with entry-level competence (i.e. adequate sources and no legal transgressions).

Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected (as a separate document).*

In all aspects but one, more than eighty percent of students are achieving the outcome and its component parts successfully. One hundred percent of the students succeeded with regard to avoiding legal transgressions, such as libel, privacy invasion, and copyright infringement.

The exceptional aspect is adequate sourcing. While fifty-eight percent of the students produced work with adequate sourcing, I would like to see more do so in the future. As noted in the course assessment report for JRN 217 approved Sept. 2014, this aspect is particularly challenging for students as many are unaccustomed to interviewing strangers or those in positions of authority.

Data is attached.

3. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment (as a separate document).*

The program assessment plan states that seventy percent of students will score 2 *or higher* for the program outcome. Given that the rubrics for both courses from which data is harvested have 2 as their highest achievable score on each outcome, this wording is in error.

Still, it is possible to infer that 58% of all students succeeded in all aspects of the outcome and that at least 83% succeeded by achieving a 2 in all aspects of the outcome except the one pertaining to adequate sourcing.

Rubric/scoring guide is attached.

4. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

> Strengths: **Students' ability to communicate news in more than one style (hard news, features) across more than one medium (video, print/text) without making any legal transgressions was clearly demonstrated.**

> Weaknesses: **Not enough students provided adequate sourcing (i.e. more than one quoted source) in their work.**

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

When the issue of "adequate" sourcing (i.e. at least two quotes sources) was first identified in the course assessment of JRN 217, my action plan involved emphasizing the importance of this to the instructor of the course so that its importance could be reinforced in classroom instruction.

In the time since, two things have happened. One is that the instructors for JRN 217 and JRN 220 have changed; another is that I've become aware that some mainstream, professional news organizations now routinely consider one-source stories to be acceptable for publication. (The Ann Arbor News is an obvious example.) Though I believe the policy of including at least two quoted sources in each story to be sound and,

for the most part, still prevalent, it's possible this is an aspect of journalism that is changing in concert with reporting that is being done faster, from more mobile platforms (e.g. the reporter's phone), and from more locations outside the newsroom.

My approach, then, will be twofold: First, I will maintain the two-source minimum standard and discuss it with part-time faculty (who may already be emphasizing it more than the previous instructor whose students produced the data for this aspect of this assessment). I will also try to monitor, and learn more about, whether one-source reporting is a trend that may become a common industry standard.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.
   a. ☒ Outcomes/assessments from Program Assessment Planning or Program Proposal form:
The wording of the standard of success needs to be changed. I would like to change the wording to read *Seventy percent of students assessed will score 2 on each measurable aspect of the outcome.* (Measurable aspects of the outcome are reflected on the rubric.)

   b. ☐ Program Curriculum:
      ☐ course sequencing
      ☐ course deletion
      ☐ course addition
      ☐ changes to existing program courses (specify):
      ☐ other (specify):
   c. ☐ Other (specify):

2. What is the timeline for implementing these actions?
   I will submit a new program assessment plan with the above change after this report has completed its approval sequence. I am open to considering other changes recommended by those in the approval stream.

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program.
   I think the data was reasonably effective apart from the standard of success, which was worded incorrectly. I hope that, in the future, we have enrollment sufficient enough to provide a larger sample size and more current data. (Slightly older data had to be used for this assessment because JRN 220 was cancelled due to low enrollment in Winter 2015.)
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
   My hope is to use data collected from the most recently run sections of JRN 217 and JRN 220 while still using data from both courses collected in either the same calendar or academic year. (JRN 217 runs in Fall only; JRN 220 runs in Winter only.)

3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?
   All **X**   Selected _____
   If "All", provide the report date for the next full review: _____.

   If "Selected", provide the report date for remaining outcomes: _____.

PROGRAM ASSESSMENT REPORT

Submitted by:

Name: _David Waskin / David Waskin_ _____ Date: _2/11/2016_
Print/Signature

Department Chair: _Carrie Krantz_ _____ Date: _2/11/16_
Print/Signature

Dean: _Kristin Good / Kristin Good_ _____ Date: _2/12/16_
Print/Signature

Please return completed form to the Office of Curriculum & Assessment, SC 257.

Approved by Assessment Committee 3/3/16