Analysis Questions and Analysis Answers

For Academic Programs

Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

While analysis of assessment of internship evaluations and JN 311 Introduction to Reporting class blogs offered some evidence that students' critical thinking skills were acceptable, faculty still expressed concern. In meetings and informal conversations faculty noted that across various classes – from freshman to senior year – students were not exhibiting strong critical thinking skills about the role of news media in society, and were not successfully applying these ideas to real-world examples. Anecdotal evidence came from student performance in assignments, class discussions and other interactions. "Critical thinking" is a key requirement of ACEJMC, the accrediting body for journalism departments, and faculty and professional journalists alike value critical thinking skills highly ("critical thinking" routinely appears near the top of lists of hiring criteria in surveys of news managers).

Based on this anecdotal evidence, the importance of critical thinking in accreditation criteria, and surveys/conversations with news professionals, it was decided to evaluate level of critical thinking in introductory courses in the department. This is an important period of socialization for student journalists.

In JN 101, students were given a survey that included five attitudinal survey items about the role of journalism in U.S. society. The survey is administered on the first day of class, and then repeated on the last day of class, and results are compared. The survey was administered in 2011-2012 and 2012-2013.

57 students completed the surveys in 2011-2012, and 81 students completed the surveys in 2012-2013. Significant changes were seen in both years in student attitudes from the beginning of the semester to the end, in their understanding of the role journalism plays in democratic society in the U.S., in the journalist's role in public service, and in journalist's professional goals of objectivity and fairness. However, student's understanding of government constraints on the press (degrees of freedom the press should have) did not improve in either year. The instructional unit on press freedom was revised for 2013-2014, but results remained the same, with no improvement for understanding of press freedom.

Faculty have discussed the problem of critical thinking skills and what seems to be diminished understanding of the scope and freedom of news media, and eroded enthusiasm for the role that journalism plays in our society. A possible solution coming out of these discussions is to more thoroughly integrate coursework in "real world" issues and real world professional journalism environments. Anecdotally, faculty have noticed that students who actually do journalism also tend to be more motivated to think thoroughly about journalism's practices and purposes. It is hoped that experiencing journalism and its purposes first-hand will make journalism and its social role more vivid, personal and meaningful, which will spark and develop students' critical thinking, understanding of press freedom, and motivation for journalism as a profession. As a result, we plan in 2013-2014 to integrate two of our courses within the new Digital Media Center so that students are working with real journalists in real newsrooms (WVUA and Alabama Public Radio) as they learn the concepts, scope and skills of journalism. We also plan to have more classes produce and publish actual news media products on the web. In addition, two professors pursued and received a grant that will allow them to embed students' projects and publications in these courses within the local community, to interact more meaningfully with residents and local organizations, and to publish their work. We plan to assess students in these courses for improvement in critical thinking, understanding of press freedom, and motivation for journalism's role in society.

Mission / Purpose

To educate students in the tradition of the liberal arts in pursuit of professional, intellectual, ethical and personal goals in a democratic society; to provide leadership in the College and University in writing, reporting, editing, producing and presenting news/information in various forms; to advance the discipline through research and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Discipline Knowledge: Think Critically
(Discipline Knowledge) Students completing the program will think critically, creatively and independently, especially about the role of journalism in a democratic society.

Connected Documents
Journalism BA Curriculum Map 1
Journalism BA Curriculum Map 2

Related Measures

M 6: Senior Survey Data
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.
Source of Evidence: Alumni survey or tracking of alumni achievements
Target:
M 8: Course embedded: JN 101 pre/post test
Course-embedded assessment in JN 101 (required intro class) with five attitudinal survey items about the role of journalism in U.S. society. Survey is taken on their attitudes of the role of the press on the first day of class. The survey is repeated on the last day of class and the results are compared to ensure that the course is helping students think critically about the role of journalism in society.

Source of Evidence: Academic direct measure of learning - other

Target:
None established.

M 9: Professional mentors’ ratings of intern work
Ratings for critical thinking, writing, editing, ethical behavior, and evaluation of others’ work among other items from professional journalists mentoring students in JN 382. New items were added this year for critical thinking skills, as well as for use of technology. An internship is strongly encouraged. About 60% of our students complete at least one or more internship for credit by the time they graduate; 20% more do the internships for no credit.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
None established.

SLO 5: Skills / Abilities: Write Correctly and Clearly
(Skills/Abilities) Students completing the degree program will write correctly and clearly in forms and styles that are appropriate for the professions, audiences and purposes they serve.

Connected Documents
Journalism BA Curriculum Map 1
Journalism BA Curriculum Map 2

Related Measures

M 2: National awards
National awards for our teaching, service, and research efforts as well as national awards presented to students for academic and professional performance.

Source of Evidence: Honors and awards outside the institution

Target:
None established.

M 6: Senior Survey Data
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
None established.

M 9: Professional mentors’ ratings of intern work
Ratings for critical thinking, writing, editing, ethical behavior, and evaluation of others’ work among other items from professional journalists mentoring students in JN 382. New items were added this year for critical thinking skills, as well as for use of technology. An internship is strongly encouraged. About 60% of our students complete at least one or more internship for credit by the time they graduate; 20% more do the internships for no credit.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
None established.

M 10: Writing Rubric: JN 311 final stories
Rubric ratings to evaluate student writing and ability to self edit/correct on a final draft on the final major story required in JN 311; evaluation completed by an independent research team.

Source of Evidence: Student course evaluations on learning gains made

Target:
None established.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Self editing templates
Established in Cycle: 2011-2012
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic...

Working with lab instructors to improve grading
Established in Cycle: 2011-2012
The lead instructor will work with the lab instructors next year to bring grading more in line with what the assessment rubric i...

M 11: Course embedded: JN 311 test subset
Course-embedded assessment in JN 311 (required class). Subset of five test questions designed to measure knowledge of journalistic writing style, AP style, and grammar.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
None established

Finding (2013-2014) - Target: Met
Seven items were asked on the JN 311 spring 2012 midterm to test students' mastery of news writing, story structure, and decisions about story content. Specifically, questions tested knowledge of story lead content, subject identification, story endings, quote usage, grammar and AP style. Relative to the overall mean score for the exam -- 82% for 196 students -- students performed better on these writing- and story-oriented questions. The mean score for these seven questions was 86.2%. Students tended to score higher on questions that tested writing mechanics -- AP style, grammar, quote usage and lead structure. These findings suggest a positive correlation between AP and grammar quizzes added in 2012 and 2013, and higher test scores in 2014, with a mean response for these three questions of 92.2%. However, students scored lowest on questions about solutions for story content -- specifically, content of leads and content of story endings. The mean response for these three questions was 81.8%. These questions allow for more nuanced, abstract thinking than do the writing mechanics questions, often involving contingencies ("if this is the situation, then which solution is best?"). Results indicate additional work is needed to improve students' subtle understanding of news story content, and it is likely that exposing students to a variety of reporting conditions will best teach an understanding about contingent circumstances. It may be valuable to retset same measures either at the end of the semester, after students have had more writing assignments. It may also be valuable to use this test in the next writing course, Advanced Reporting, to see if exposure to a greater variety of conditions led to more nuanced understanding of content solutions.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**New online grammar/style quizzes evaluation**
*Established in Cycle: 2011-2012*
The the course will be changed in 2012-2013 to require all students to complete five online quizzes throughout the semester on g...

**SLO 8: Improvement outcome: Think critically in story reporting process**
(An Improvement Outcome Derived from the 2012-13 Assessment Findings) Students completing the degree program should be able to think critically, creatively and independently, particularly in the process of reporting news stories.

**Connected Documents**
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

**Related Measures**

**M 2: National awards**
National awards for our teaching, service, and research efforts as well as national awards presented to students for academic and professional performance.

Source of Evidence: Honors and awards outside the institution

Target:
None established.

**M 6: Senior Survey Data**
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.

Source of Evidence: Alumni survey or tracking of alumni achievements

**M 8: Course embedded: JN 101 pre/post test**
Course-embedded assessment in JN 101 (required intro class) with five attitudinal survey items about the role of journalism in U.S. society. Survey is taken on their attitudes of the role of the press on the first day of class. The survey is repeated on the last day of class and the results are compared to ensure that the course is helping students think critically about the role of journalism in society.

Source of Evidence: Academic direct measure of learning - other

**M 9: Professional mentors' ratings of intern work**
Ratings for critical thinking, writing, editing, ethical behavior, and evaluation of others' work among other items from professional journalists mentoring students in JN 382. New items were added this year for critical thinking skills, as well as for use of technology. An internship is strongly encouraged. About 60% of our students complete at least one or more internship for credit by the time they graduate; 20% more do the internships for no credit.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
None established.

**SLO 9: Understand ethical principles**
Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.

**Related Measures**

**M 6: Senior Survey Data**
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.

Source of Evidence: Alumni survey or tracking of alumni achievements

**M 9: Professional mentors’ ratings of intern work**
Ratings for critical thinking, writing, editing, ethical behavior, and evaluation of others’ work among other items from professional journalists mentoring students in JN 382. New items were added this year for critical thinking skills, as well as for use of technology. An internship is strongly encouraged. About 60% of our students complete at least one or more internship for credit by the time they graduate; 20% more do the internships for no credit.

Source of Evidence: Performance (recital, exhibit, science project)
M 15: MC 101: Course embedded Pre/Post Test
Students in the MC 101 Intro to Mass Communication course are asked questions assessing their understanding of journalism law, history and ethics. Questions are embedded within tests early in the semester, and are embedded again within the courses' final exam, allowing for a pre/post test assessment of their learning. Law questions focus on journalism-related issues such as First Amendment protection (and limits) and shield laws; History questions focus on seminal events and contexts that shaped the evolution of journalism and its norms and values; and ethics questions focus on journalistic decision-making and the contexts that shape this decision-making.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

SLO 10: Understand history
Demonstrate an understanding of the history and role of professionals and institutions in shaping communications

Related Measures

M 6: Senior Survey Data
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.
Source of Evidence: Alumni survey or tracking of alumni achievements

M 15: MC 101: Course embedded Pre/Post Test
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Source of Evidence: Faculty pre-test / post-test of knowledge mastery

M 16: MC 401 Law: Test subset
Students are asked embedded test questions designed to assess their understanding of the First Amendment theory, Constitutional law as it applies to journalism; knowledge of past Supreme Court cases and an understanding of the precedent these set; and an understanding of the legal freedoms and limits that shape journalists' decision-making.
Source of Evidence: Standardized test of subject matter knowledge

M 17: JN 101 Journalistic Principles: Writing assignment
Students are assigned to write blog postings on a journalism history-related topic OR a journalism law-related topic that is covered in the JN 101 class. Postings on journalism history are evaluated using a rubric that assesses accuracy in their understanding of the historical event/situation, their understanding of the significance of the event/situation for journalism, and clarity in their explanation. Postings on journalism law are evaluated on their understanding of legal concepts, key court decisions, the significance for journalists, and clarity in their explanation.
Source of Evidence: Written assignment(s), usually scored by a rubric

SLO 11: Understand principles, laws of freedom of speech
Understand and apply principles and laws of freedom of speech and press, as well as receive instruction in and understand the range of systems of freedom of expression, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

Related Measures

M 6: Senior Survey Data
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.
Source of Evidence: Alumni survey or tracking of alumni achievements

M 15: MC 101: Course embedded Pre/Post Test
Students in the MC 101 Intro to Mass Communication course are asked questions assessing their understanding of journalism law, history and ethics. Questions are embedded within tests early in the semester, and are embedded again within the courses' final exam, allowing for a pre/post test assessment of their learning. Law questions focus on journalism-related issues such as First Amendment protection (and limits) and shield laws; History questions focus on seminal events and contexts that shaped the evolution of journalism and its norms and values; and ethics questions focus on journalistic decision-making and the contexts that shape this decision-making.
Source of Evidence: Faculty pre-test / post-test of knowledge mastery

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Source of Evidence: Written assignment(s), usually scored by a rubric

**M 18: JN 312 Editing: Test subset**

This measure needs to be deleted. I added it this week when setting up the 2013-2014 plan as I thought I would have data for it -- I was mistaken. The measure has not been used in previous years, so I did not think it was right to just change the cycle.

Source of Evidence: Standardized test of subject matter knowledge

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtc1: Recognized quality**

The program will improve and sustain a high level of recognized quality.

Connected Documents
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

Related Measures

**M 1: ACEJMC Accreditation**

Measure: The results of the most recent external accreditation review by the national accrediting council for our discipline: the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC).

Source of Evidence: Academic direct measure of learning - other

Target:
- To maintain our national accreditation by our accrediting agency.

**M 2: National awards**

National awards for our teaching, service, and research efforts as well as national awards presented to students for academic and professional performance.

Source of Evidence: Honors and awards outside the institution

Target:
- None established

**OthOtc2: Degree Completions**

The program will build and sustain an optimal level of annual program enrollments and completions of degrees.

Connected Documents
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

Related Measures

**M 3: University stats on majors and degrees**

University statistics on the number of program majors and degrees awarded over the past six years.

Source of Evidence: Academic direct measure of learning - other

**M 4: Enrollment evaluation**

Evaluation of enrollment in three Journalism Department tracks (general/visual/sports news and information). Also analysis of enrollment in the minors offered by the department (general/photojournalism/design/sports news and information).

Source of Evidence: Academic direct measure of learning - other

**M 5: Enrollment in service classes**

Enrollment in service oriented classes (FTE in classes provided to other majors and the general education mission of the college and the university).

Source of Evidence: Academic direct measure of learning - other

**OthOtc3: Value graduates**

The program will be highly valued by its program graduates and by the other key constituencies it serves.

Connected Documents
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

Related Measures

**M 6: Senior Survey Data**

Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.

Source of Evidence: Alumni survey or tracking of alumni achievements

**Finding (2013-2014) - Target: Met**

The ORA Graduating Senior Survey for 2012-2013 showed that of 13 journalism majors completing the survey, 76.9% said they thought their education at UA contributed to improving writing skills "very much," 23.1% said their education contributed to their writing skills "somewhat." None responded "very little" or "none at all." Percentages were higher only for Public Relations majors (81.0% and 19.6%), who are required to take the Journalism Department's entry-level "Mechanics of Media Writing" course as well as the introductory "News Writing and Reporting" course.

100% rated "overall quality" of the major as Excellent (53.8%) or Good (46.2%). For "quality of (major) courses as preparation for employment after graduation," 92.3% rated the major as Excellent (46.2%) or Good
Only one respondent rated it as Fair (7.7%). Journalism was the only major in the college with no students rating these classes as "Poor in career preparation.

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M 7: NSSE
National Survey of Student Engagement (NSSE) data pertaining to overall educational experience.
Source of Evidence: Alumni survey or tracking of alumni achievements
Target: None established.

M 14: Placement rates
Three-month placement rates of Spring graduates.
Source of Evidence: Job placement data, esp. for career/tech areas
Target: None established.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

New online grammar/style quizzes evaluation
The class will be changed in 2012-2013 to require all students to complete five online quizzes throughout the semester on grammar and style. The same five final items will be asked again in Spring 2013 to see if this technique helped improve mastery for all students.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Course embedded: JS 311 test subset | Outcome/Objective: Skills / Abilities: Write Correctly and Clearly

Implementation Description: A new online test supplement has been adopted and the quizzes are part of this material. Students will access these quizzes in their online text materials. The instructor will require five of the nine quizzes available as part of the student's grade. Students can do the others for practice.
Projected Completion Date: 05/2013
Responsible Person/Group: Jennifer Greer, Lead JN 311 instructor
Additional Resources: None

Repeating new grading rubric for MC 413
This is designed to see whether changes in scores are due to the new measurement or due to real changes in performance abilities in recognizing diversity issues and writing ability.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: George Daniels, course instructor

Self editing templates
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic year. Additionally, the writing mentors who work in the college writing center will be given the training on teaching self-editing.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Writing Rubric: JN 311 final stories | Outcome/Objective: Improvement outcome: Think critically in story reporting process
| Skills / Abilities: Write Correctly and Clearly

Projected Completion Date: 02/2013
Responsible Person/Group: Jennifer Greer, Lead JN 311 instructor, and Wilson Lowrey, Writing Center coordinator

Working with lab instructors to improve grading
The lead instructor will work with the lab instructors next year to bring grading more in line with what the assessment rubric indicated for these stories.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Writing Rubric: JN 311 final stories | Outcome/Objective: Improvement outcome: Think critically in story reporting process
| Skills / Abilities: Write Correctly and Clearly

Implementation Description: This is designed to correct for the fact that final grades were too high on the last major story.
Projected Completion Date: 05/2013
Responsible Person/Group: Jennifer Greer, lead JN 311 instructor
## University of Alabama

## Detailed Assessment Report
### 2012-2013 Journalism BA.Com
As of 7/15/2014 10:09 AM CENTRAL

### Mission / Purpose
To educate students in the tradition of the liberal arts in pursuit of professional, intellectual, ethical and personal goals in a democratic society; to provide leadership in the College and University in writing, reporting, editing, producing and presenting news/information in various forms; to advance the discipline through research and service.

### Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

#### SLO 4: Discipline Knowledge: Think Critically
(Discipline Knowledge) Students completing the program will think critically, creatively and independently, especially about journalism's role in a democratic society.

##### Connected Documents

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<thead>
<tr>
<th>Curriculum Map 1</th>
<th>Curriculum Map 2</th>
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##### Related Measures

#### M 6: Senior Survey Data
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.

**Source of Evidence:** Alumni survey or tracking of alumni achievements

**Target:** None established.

**Finding (2012-2013) - Target: Met**

Of the 13 journalism graduates who answered the 2012-2013 senior survey, 53.8% said their UA education contributed "Very Much" to their analytic skills; 30.8% said it contributed "Somewhat"; 7.7% said "Very Little" and 7.7% said "Not at All."

#### M 8: Course embedded: JN 101 pre/post test
Course-embedded assessment in JN 101 (required intro class) with five attitudinal survey items about the role of journalism in U.S. society. Survey is taken on their attitudes of the role of the press on the first day of class. The survey is repeated on the last day of class and the results are compared to ensure that the course is helping students think critically about the role of journalism in society.

**Source of Evidence:** Academic direct measure of learning - other

**Target:** None established.

**Finding (2012-2013) - Target: Met**

Of the 13 journalism graduates who answered the 2012-2013 senior survey, 53.8% said their UA education contributed "Very Much" to their analytic skills; 30.8% said it contributed "Somewhat"; 7.7% said "Very Little" and 7.7% said "Not at All."

#### M 9: Professional mentors' ratings of intern work
Ratings for critical thinking, writing, editing, and evaluation of others' work among other items from professional journalists mentoring students in JN 382. An internship is strongly encouraged. About 60% of our students complete at least one or more internship for credit by the time they graduate; 20% more do the internships for no credit.

**Source of Evidence:** Performance (recital, exhibit, science project)

**Target:** None established.

**Finding (2012-2013) - Target: Met**

In Summer 2012, Fall 2012 and Spring 2013, 55 students completed internships for credit through JN 382. Most were juniors or seniors. Their professional mentors/supervisors rated the interns at the end of their internship on "critical thinking skills," with 1 = Poor to 5 = Excellent as the rating scale. The mean was 3.96, which is significantly lower than the 4.28 from the previous year's rating. Of the 55 students, none was rated poor, and only 2 were rated as fair. In contrast, mentors rated 10 as "excellent." The percentage of students rated excellent is slightly lower than last year, while the poor and fair scores were slightly higher. One reason for these lower numbers could be that the department dropped the requirement for students to complete an internship for credit (from 60 to 45). This means that our interns have the potential to be younger and more inexperienced now than they had in the past.

#### SLO 5: Skills / Abilities: Write Correctly and Clearly
(Skills/Abilities) Students completing the degree program will write correctly and clearly in forms and styles appropriate for the professions, audiences and purposes they serve.

##### Connected Documents

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Note: The document contains detailed information on the assessment of student learning outcomes for the 2012-2013 Journalism BA program, including specific findings and recommendations for improvement.
Related Measures

M 2: National awards
National awards for our teaching, service, and research efforts as well as national awards presented to students for their academic and professional performance.

Source of Evidence: Honors and awards outside the institution

Target:
None established.

Finding (2012-2013) - Target: Met
Two student articles from Alpine Living won national writing awards from the AEJMC Magazine Division in 2013. These awards were first place and honorable mention in the Consumer Magazine Article Service and Information category. In addition, two journalism majors (as part of a reporting team of four for The Crimson White) won first place in the Society of Professional Journalists’ prestigious national Mark of Excellence award for Breaking News (large university category). Six majors won regional SPJ awards for their writing work in The Crimson White.

M 6: Senior Survey Data
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target:
None established.

Finding (2012-2013) - Target: Met
Of the 12 journalism graduates who answered the 2012-2013 senior survey, 76.9% said their UA education contributed "Very Much" to their writing skills; the remaining 23.1% said it contributed "Somewhat"; 0% said "Very Little" and 0% said "Not at All."

M 9: Professional mentors’ ratings of intern work
Ratings for critical thinking, writing, editing, and evaluation of others' work among other items from professional journalists mentoring students in JN 382. An internship is strongly encouraged. About 60% of our students complete at least one or more internship for credit by the time they graduate; 20% more do the internships for no credit.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
None established.

Finding (2012-2013) - Target: Met
In Summer 2012, Fall 2012 and Spring 2013, 55 students completed internships for credit through JN 382. Most were juniors or seniors. Their professional mentors/supervisors rated the interns at the end of their internship on "writing," with 1 = Poor to 5 = Excellent as the rating scale. Only students with writing-based internships were evaluated on this measure. For the 47 students rated on writing ability, the mean score was 3.93, which was lower than the previous year's rating. No students were rated as poor, 2 as fair, 9 were rated as good, 25 as very good, and 11 as excellent. Again, the decrease in mean scores on this item could be a result of our change allowing students to intern for credit earlier in their academic career at UA.

M 10: Writing Rubric: JN 311 final stories
Rubric ratings to evaluate student writing and ability to self edit/correct on a final draft on the final major story required in JN 311; evaluation completed by an independent research team.

Source of Evidence: Student course evaluations on learning gains made

Target:
None established.

Finding (2012-2013) - Target: Met
In 2012-2013, mastery of writing in the final enterprise stories was evaluated for 16 students enrolled in a summer section of JN 311. An independent rater worked with the rubric and did not see the final grades posted by the course instructor. The stories were evaluated for whether they were comprehensive, coherent, compelling, and correct. The results were as follows: Fails to meet minimum standards (1 of 16, 6.25%), meets minimum standards (3 of 16, 18.75%), exceeds standards in one or two areas (8 of 16, 50%), exceeds standards in three or four areas (4 of 16, 25%). The results indicate that all but 6% of the students who completed the course could produce a story that at least meets minimum standards for publication. These results were in line with the grades for the papers given by the instructor (5 As, 8 Bs, 3 Cs), indicating that the rubric had helped correct grade inflation present in previous semesters.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Self editing templates
Established in Cycle: 2011-2012
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic...

Working with lab instructors to improve grading
Established in Cycle: 2011-2012
The lead instructor will work with the lab instructors next year to bring grading more in line with what the assessment rubric i...

M 11: Course embedded: JN 311 test subset
Course-embedded assessment in JN 311 (required class). Subset of five test questions designed to measure knowledge of journalistic writing style, AP style, and grammar.

Source of Evidence: Writing exam to assure certain proficiency level
Target: None established

Finding (2012-2013) - Target: Met
Five items were asked on the JN 311 Fall 2012 midterm exam to test students' mastery of grammar and media writing style. The items measured subject-verb agreement, comma use, direct objects, contractions, and Associated Press style. On the five items, the lowest percentage was 5%, and the highest was 100%. On average, the score on these items (with each worth 20 points), was 74%, slightly higher than the 71% from the previous year. The results indicated that the additional AP and grammar quizzes embedded into the class each week have had a slight effect. Outside of the data, lab instructors report greater applied knowledge displayed with the writing assignments done in lab.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

New online grammar/style quizzes evaluation
Established in Cycle: 2011-2012
The the course will be changed in 2012-2013 to require all students to complete five online quizzes throughout the semester on g...

M 13: Self-ratings of writing and editing skills
A special departmental student survey to gather student self-ratings of confidence in writing, grammar mastery, and editing skills after completing JN 150 and after JN 311 (survey given twice to each student in the early part of his or her progress toward the major).

Source of Evidence: Student course evaluations on learning gains made

Target: None established.

Finding (2012-2013) - Target: Met
Because we used the 2012-2013 Graduating Senior Survey conducted by OIRA, this departmental measure was not deployed.

SLO 6: Diversity in mass communication
Students will demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.

Connected Documents
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

Related Measures

M 6: Senior Survey Data
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.

Source of Evidence: Alumni survey or tracking of alumni achievements

Target: None established.

Finding (2012-2013) - Target: Met
Of the 13 journalism graduates who answered the 2012-2013 senior survey, 53.8% said their UA education contributed "Very Much" to their appreciation of racial diversity; 36.5% said it contributed "Somewhat"; 7.7% said "Very Little" and 0% said "Not at All."

M 12: Course embedded: JN 311 class exercise
Course-embedded assessment in JN 311 (required class). In class exercise designed to help broaden perceptions of racial "faultlines" and expand what we mean by cultural differences. Students were assigned a diversity chapter to read before class and then shown a broadcast news story (it featured many African Americans). Students were asked to write a few statements on diversity in the story. The instructor lectured on the Faultlines concept (five areas of "blind spots" in terms of diversity – race, gender, geography, generation, class, religion) as applied to media content. She then asked students to watch the story again and then reflect on the diversity.

Source of Evidence: Academic direct measure of learning - other

Target: None established.

Finding (2012-2013) - Target: Met
In Fall 2012 and Spring 2013, 249 students total participated in the assessment. Before the Faultlines lecture, students on average listed 1.47 forms of diversity and nearly 70% listed race as the only issue with diversity in the news story. After the lecture, students on average listed 4.31 types of diversity. Only eight listed race only as the issue. The exercise worked well and students reflected that they enjoyed thinking about the story through two different frameworks (pre Faultlines and post Faultlines). The lead instructor of the course will continue this exercise, but she is looking for a new story to illustrate the point as the news story is becoming dated.

SLO 7: Apply appropriate tools and technologies
Students completing the degree program will apply tools and technologies appropriate for the communication professions in which they work.

Connected Documents
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

Related Measures

M 6: Senior Survey Data
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.
Source of Evidence: Alumni survey or tracking of alumni achievements

Target: None established.

Finding (2012-2013) - Target: Met
Of the 13 journalism graduates who answered the 2012-2013 senior survey, 53.8% said their UA education contributed "Very Much" to their computer skills; 30.8% said it contributed "Somewhat"; 7.7% said "Very Little" and 7.7% said "Not at All."

SLO 8: Improvement outcome: Evaluating work/editing
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Students completing the degree program will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Connected Documents
Journalism BA Curriculum Map 1
Journalism BA Curriculum Map 2

Related Measures

M 2: National awards
National awards for our teaching, service, and research efforts as well as national awards presented to students for their academic and professional performance.

Source of Evidence: Honors and awards outside the institution

Target: None established.

Finding (2012-2013) - Target: Met
Journalism student work as editors was recognized in national awards for Alpine Living and Dateline Alabama through divisions of AEJMC. Student editing work also was recognized in overall awards for The Crimson White, where journalism majors often hold leadership and paid staff positions, although contributing come from all majors campus-wide. In addition to the individual writing awards mentioned above, The Crimson White was awarded the Columbia Scholastic Press Association's Silver Crown award.

M 9: Professional mentors' ratings of intern work
Ratings for critical thinking, writing, editing, and evaluation of others' work among other items from professional journalists mentoring students in JN 382. An internship is strongly encouraged. About 80% of our students complete at least one or more internship for credit by the time they graduate; 20% more do the internships for no credit.

Source of Evidence: Performance (recital, exhibit, science project)

Target: None established.

Finding (2012-2013) - Target: Met
Supervisors rated the 55 interns on several items related to evaluating their own work/editing: Editing, Attention to detail, Spelling, Grammar, and Quality of finished product. These were all rated on a scale of 1 = Poor and 5 = Excellent. Mean scores were as follows: Editing = 3.83; Attention to detail = 3.93; Spelling = 4.13; Grammar = 4.06; Quality of finished product = 3.98. Because each score showed a slight or significant decrease in 2012-2013, we should continue this measure over the next few years to see if allowing students to intern earlier might be doing more harm than good.

M 10: Writing Rubric: JN 311 final stories
Rubric ratings to evaluate student writing and ability to self edit/correct on a final draft on the final major story required in JN 311; evaluation completed by an independent research team.

Source of Evidence: Student course evaluations on learning gains made

Target: None established.

Finding (2012-2013) - Target: Met
The final JN 311 enterprise stories for the 16 students in a Summer 2013 section were evaluated for correctness in terms of AP Style, editing, sentence structure, word use, etc. Because these were peer edited prior to final submission, this assessment tested the students' editing work both for self editing and editing the work of others. Of the 16 final stories, one was scored as excellent on these criteria, two as very good, 10 as good, and three as poor. This means that 13 of 16 students displayed passing editing skills.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Self editing templates
Established in Cycle: 2011-2012
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic...

Working with lab instructors to improve grading
Established in Cycle: 2011-2012
The lead instructor will work with the lab instructors next year to bring grading more in line with what the assessment rubric i...

M 11: Course embedded: JN 311 test subset
Course-embedded assessment in JN 311 (required class). Subset of five test questions designed to measure knowledge of journalistic writing style, AP style, and grammar.

Source of Evidence: Writing exam to assure certain proficiency level

M 13: Self-ratings of writing and editing skills
A special departmental student survey to gather student self-ratings of confidence in writing, grammar mastery, and editing skills after completing JN 150 and after JN 311 (survey given twice to each student in the early part of his or her progress toward the major).

Source of Evidence: Student course evaluations on learning gains made

**Target:**
None established.

**Finding (2012-2013) - Target: Met**
Because we used the 2012-2013 Graduating Senior Survey conducted by ORA, this departmental measure was not deployed.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Self editing templates**
*Established in Cycle: 2011-2012*
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic...

### Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

**OthOtcn 1: Recognized quality**
The program will improve and sustain a high level of recognized quality.

**Connected Documents**
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

**Related Measures**

**M 1: ACEJMC Accreditation**
Measure: Results of the most recent external accreditation review by the national accrediting council for our discipline: the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC).

Source of Evidence: Academic direct measure of learning - other

**Target:**
To maintain our national accreditation by our accrediting agency.

**Finding (2012-2013) - Target: Met**
The journalism undergraduate degree program was reaccredited as part of a larger mass communication unit in the college (JN, APR, TCF, MC) by the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC) in 2009. ACEJMC evaluated evidence pertaining to Curriculum and Instruction, Faculty Performance and Professional and Public Service. In its Report on On-Site Evaluation: ACEJMC found the program to be compliant on the above mentioned three standards. We were set to undergo reaccreditation review by the agency in 2014-2015, meaning we would write our self study in 2013-2014. However, because we have a new assistant dean and an interim dean, ACEJMC has granted our MC program a one-year extension on the review cycle. We will undergo review in 2015-2016, preparing our self study in 2014-2015.

**M 2: National awards**
National awards for our teaching, service, and research efforts as well as national awards presented to students for their academic and professional performance.

Source of Evidence: Honors and awards outside the institution

**Target:**
None established

**Finding (2012-2013) - Target: Met**
The University’s Society of Professional Journalists chapter won its second consecutive regional "Chapter of the Year" award from SPJ in 2012. Alpine Living, the department’s international travel magazine, won three top national awards from AEJMC’s Magazine Division, including honorable mention in the General Excellence category and two student writing awards. Dateline Alabama, which features student work in writing, editing, photography and multimedia, received an honorable mention in AEJMC’S Newspaper and Online News Division’s Newspaper Project Award category, which recognizes publications produced by students and professors in journalism classes. Two journalism majors were among a team of four Crimson White reporters who the Society of Professional Journalists’ prestigious national Mark of Excellence award for Breaking News (large university category). Six journalism majors working at The Crimson White won seven regional 2012 SPJ Mark of Excellence honors. In addition to student awards, the department’s faculty received several national awards and other high honors. Two faculty members were awarded top faculty research paper honors from AEJMC. A faculty member was honored by the Alabama State Council on the Arts as Alabama’s Distinguished Artist, 2013. One faculty member was selected to attend a prestigious national workshop on entrepreneurial journalism in a competitive nomination process. Two other faculty members were elected to serve in top leadership positions with AEJMC, the nation’s largest journalism education association. One faculty member was elected to the American Journalism Historians Association Board of Directors. Finally, one faculty member was recognized as the Educator of the Year by the Newspaper and Online News Division of AEJMC.

**OthOtcn 2: Degree Completions**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Connected Documents**
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

**Related Measures**

**M 3: University stats on majors and degrees**
University statistics on the number of program majors and degrees awarded during the past six years.
Source of Evidence: Academic direct measure of learning - other

**M 4: Enrollment evaluation**
Evaluation of enrollment in three Journalism Department tracks (general/visual/sports news and information). Also analysis of enrollment in minors offered by the department (general/photojournalism/design/sports news and information).
Source of Evidence: Academic direct measure of learning - other

**M 5: Enrollment in service classes**
Enrollment in service oriented classes (FTE in classes provided to other majors and the general education mission of the college and the university).
Source of Evidence: Academic direct measure of learning - other

**OthOtcm 3: Value graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Documents**
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

**Related Measures**

**M 6: Senior Survey Data**
Data obtained from the University's Graduating Senior Survey pertaining to the value placed on the program by its graduating seniors.
Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
None established.

**Finding (2012-2013) - Target: Met**
The OIRA Graduating Senior Survey for 2012-2013 showed that of 13 journalism majors completing the survey, 100% rated "overall quality" of the major as Excellent (53.8%) or Good (46.2%). For "quality of (major) courses as preparation for employment after graduation," 92.3% rated the major as Excellent (46.2%) or Good (46.2%). Only one respondent rated it as Fair (7.7%). Journalism was the only major in the college with no students rating these classes as "Poor" in career preparation.

**M 7: NSSE**
National Survey of Student Engagement (NSSE) data pertaining to overall educational experience.
Source of Evidence: Alumni survey or tracking of alumni achievements

**Target:**
None established.

**Finding (2012-2013) - Target: Met**
As the latest data we have from this report is from 2010 (provided by the University), we did not use this data in 2012-2013.

**M 14: Placement rates**
Three-month placement rates of Spring graduates.
Source of Evidence: Job placement data, esp. for career/tech areas

**Target:**
None established.

**Finding (2012-2013) - Target: Met**
Placement data from UA's Career Services Center graduating senior survey showed that 13 of 20 responding May 2013 journalism graduates had found employment three months after graduation, a placement rate of 65%.

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**New online grammar/style quizzes evaluation**
The the course will be changed in 2012-2013 to require all students to complete five online quizzes throughout the semester on grammar and style. The same five final items will be asked again in Spring 2013 to see if this technique helped improve mastery for all students.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- Measure: Course embedded: JN 311 test subset
- Outcome/Objective: Skills / Abilities: Write Correctly and Clearly

**Implementation Description:** A new online text supplement has been adopted and the quizzes are part of this material. Students will access these quizzes in their online text materials. The instructor will require five of the nine quizzes available as part of the student's grade. Students can do the others for practice.
**Projected Completion Date:** 05/2013
**Responsible Person/Group:** Jennifer Greer, Lead JN 311 instructor
**Additional Resources:** None

**Repeating new grading rubric for MC 413**
This is designed to see whether changes in scores are due to the new measurement or due to real changes in performance abilities in recognizing diversity issues and writing ability.

**Established in Cycle:** 2011-2012
**Implementation Status:** Planned
Priority: High

Responsible Person/Group: George Daniels, course instructor

Self editing templates
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic year. Additionally, the writing mentors who work in the college writing center will be given the training on teaching self-editing.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Self-ratings of writing and editing skills | Outcome/Objective: Improvement outcome: Evaluating work/editing
- Measure: Writing Rubric: JN 311 final stories | Outcome/Objective: Improvement outcome: Evaluating work/editing
  | Skills / Abilities: Write Correctly and Clearly

Projected Completion Date: 02/2013
Responsible Person/Group: Jennifer Greer, Lead JN 311 instructor, and Wilson Lowrey, Writing Center coordinator

Working with lab instructors to improve grading
The lead instructor will work with the lab instructors next year to bring grading more in line with what the assessment rubric indicated for these stories.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
- Measure: Writing Rubric: JN 311 final stories | Outcome/Objective: Improvement outcome: Evaluating work/editing
  | Skills / Abilities: Write Correctly and Clearly

Implementation Description: This is designed to correct for the fact that final grades were too high on the last major story.
Projected Completion Date: 05/2013
Responsible Person/Group: Jennifer Greer, lead JN 311 instructor
Mission / Purpose
To educate students in the tradition of the liberal arts in pursuit of professional, intellectual, ethical and personal goals in a democratic society; to provide leadership in the College and University in writing, reporting, editing, producing and presenting news/information in various forms; to advance the discipline through research and service.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 4: Discipline Knowledge: Think Critically
(Discipline Knowledge) Students completing the program will think critically, creatively and independently, especially about journalism's role in a democratic society.

Connected Documents
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

Related Measures

M 9: Course embedded: JN 101 pre/post test
Course-embedded assessment in JN 101 (required intro class) with five attitudinal survey items about the role of journalism in U.S. society. Survey is taken on their attitudes of the role of the press on the first day of class. The survey is repeated on the last day of class and the results are compared to ensure that the course is helping students think critically about the role of journalism in society.

Source of Evidence: Academic direct measure of learning - other

Target:
None established.

Finding (2011-2012) - Target: Met
In total, 57 students completed both the first-day attitude survey and the survey at the end of the semester. Significant changes in student attitudes in the direction intended were seen in the following statements:
- “Journalism plays a vital role in U.S. society” (agreement with this statement significantly increased – 4.23 to 4.43 on a 5-point Likert response format);
- “A journalist’s responsibility is to the public” (agreement significantly increased – 4.18 to 4.43);
- “Most journalists practicing today are biased” (agreement significantly decreased – 3.36 to 3.09);
- “Most journalists are ethical” (agreement significantly increased – 3.11 to 3.32).

Finding with the statement “The press has too much freedom” was not statistically different, although it was in the direction intended (a decrease from 2.04 to 1.95). This was better, however, than in the previous years’ assessment, when agreement with that statement actually increased slightly. The instructional unit on press freedom was revised, and this seems to have made a difference. However, more revisions to that lecture and blog assignment may be needed. Overall, however, the class seems to be successful in instilling these values and elevating the level of critical thinking early in the curriculum.

M 11: Professional mentors’ ratings of intern work
Ratings for critical thinking, writing, editing, and evaluation of others’ work among other items from professional journalists mentoring the 33 students in the internship course, JN 382, for Fall 2011 and Spring 2012. An internship is strongly encouraged. More than half of our majors complete at least one internship for credit by the time they graduate. Another 25% do internships or professional experiences during their time here, but do not enroll for credit.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
None established.

Finding (2011-2012) - Target: Met
Mentors rated students at the end of their internship experience on "critical thinking skills," with 1 = Poor and 5 = Excellent. The mean for the 32 students was 4.28. Of the 32 students, mentors rated 13 (40.6%) as "excellent," 16 (50%) as "very good," 2 (6.3%) as "good" and 1 (3.1%) as fair. Students are given strong ratings in this area when working at professional media outlets. Only 3.1% of our interns are not at acceptable levels, according to their supervisors. We believe the coursework leading up to this internship, especially JN 101 and JN 311, is adequately preparing majors for displaying critical thinking in internships.

M 19: Course embedded: Writing, editing, evaluating and using tools on blogs
Evaluation of student performance on JN 312 class blog exercise for the semester. Students will be asked to join a class blog, to master the blog tools designed for posting, commenting and linking, to write eight original posts, and to write two responses to others’ work for each post they make.

Source of Evidence: Academic direct measure of learning - other

Target:
None established.

Finding (2011-2012) - Target: Met
Students’ understanding of the issue(s) at stake in each blog-based homework assignment was scored as follows: No = 1; Identified the issue(s) in a basic way = 2; Identified the issue(s) in a comprehensive way that
shows relevant engagement with issue(s) and classmates = 3. Analyzing eight blog posts for each of the 18 students in the class in Spring 2012, the mean score for this item was 2.55. Using the blog exchanges, the instructor was able to re-emphasize course material and/or assign additional homework for individual students, as needed. The instructor reports that the scores improved over time as the students received feedback, indicating that they were thinking clearly about the material and the readings, most of which were based on current journalistic events.

**SLO 5: Skills / Abilities: Write Correctly and Clearly**

(Skills/Abilities) Students completing the degree program will write correctly and clearly in forms and styles appropriate for the professions, audiences and purposes they serve.

**Connected Documents**
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

**Related Measures**

**M 2: National awards**
National awards for our teaching, service, and research efforts as well as national awards presented to students for their academic and professional performance.

Source of Evidence: Honors and awards outside the institution

**M 11: Professional mentors’ ratings of intern work**
Ratings for critical thinking, writing, editing, and evaluation of others' work among other items from professional journalists mentoring the 33 students in the internship course, JN382, for Fall 2011 and Spring 2012. An internship is strongly encouraged. More than half of our majors complete at least one internship for credit by the time they graduate. Another 25% do internships or professional experiences during their time here, but do not enroll for credit.

Source of Evidence: Performance (recital, exhibit, science project)

**Target:** None established.

**Finding (2011-2012) - Target: Met**
In total, mentors rated 27 undergraduate interns on writing ability, as only those with writing duties needed to be evaluated on this measure. This was a change from 2010-2011, when mentors rated all students on this item. The form was modified with the words "If applicable" next to this measure in 2011-2012. For the 27 students rated on writing ability, the mean score was 4.35 on a 5-point scale in which 1 = poor and 5 = excellent. No students were rated as poor or fair, 4 were rated as good, 11 as very good, and 12 as excellent. The mean score was a statistically significant increase from the average of 4.07 for the 23 interns rated in 2010-2011. The change could be due to the change in measurement or to the curricular changes put into place starting in 2010 when we added JN101, a course in which students stated their own blogs before going to the beginning newswriting course of JN 311. The measurement will be repeated with the "If applicable" statement in 2012-2013. Overall, these scores indicate that our courses leading up to the internship, especially JN101, JN150, JN311 and for some students JN312 and JN315 are preparing students to demonstrate strong writing ability during their internships. Also, the internship experience clearly contributes to this improvement because writing scores rose from 4.15 at the midterm mark to 4.35 at the final mark. The faculty members are pleased with the students’ level of writing ability as evaluated by professionals working in the field today.

**M 12: Course embedded: JN 436 journalistic writing evaluation**
Course embedded assessment of JN436 Teaching Journalism, an elective for majors and an option for education majors to meet the journalistic writing state requirement for their language and literacy specialty. The instructor taught them journalistic writing style and evaluated these students on a non-news-story assignment (a final project reflection paper). The goal was that teaching them how to improve writing in one context – in journalism writing skills – those lessons would carry over into their final papers.

Source of Evidence: Student course evaluations on learning gains made

**Target:** None established.

**Finding (2011-2012) - Target: Met**
At the beginning of class, of the 11 undergraduate students in the JN436 portion of the class, nine had experience working with media (either writing, or using multimedia tools, such as recording or editing). The other students had no experience working with media. At the end of the semester, all students had completed in-school service learning hours and eight helped to produce a newspaper, website, or broadcast. (The others completed a project through writing lesson plans.) Through their final reflection projects and journals, 10 students showed mastery of the concept assessed. The remaining student showed knowledge of the skills, but did not master them (and was absent from class often). The instructor concludes: "When it comes to mastering writing correctly and clearly for the appropriate style, the class is succeeding."

**M 13: Writing Rubric: JN 311 final stories**
Rubric ratings to evaluate student writing and ability to self edit/correct on a final draft on the final major story required in JN311; evaluation completed by an independent research team.

Source of Evidence: Student course evaluations on learning gains made

**Target:** None established.

**Finding (2011-2012) - Target: Met**
In total, 171 students completed final enterprise stories. A randomly selected subset of 10% (17 students) of the final enterprise stories was selected for analysis on a writing rubric examining whether the stories were comprehensive, coherent, compelling, and correct. Three evaluators examined the stories and gave them an overall rating. If two or more evaluators agreed, the stories were classified into one of four categories. The results were as follows: Fails to meet minimum standards (1 of 17, 5.9%), meets minimum standards (4 of 17, 23.5%), exceeds standards in one or two areas (9 of 17, 52.9%), exceeds standards in three or four areas (3 of 17, 17.6%). The results indicate that all but 6% of the students who completed the course for the seminars
could produce a story that at least meets minimum standards. However, comparing these results with grades given by the instructors indicated that lab instructors may be handing out too high grades for these stories (nearly 40% received an A, whereas the independent raters scored fewer than 20% as an A). The results are unclear as to student performance as there appear to be issues with lab instructors’ grades. An action plan has been created for the lead instructor of JN311 to work with lab instructors on this issue.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Self editing templates**
*Established in Cycle: 2011-2012*
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic...

**Working with lab instructors to improve grading**
*Established in Cycle: 2011-2012*
The lead instructor will work with the lab instructors next year to bring grading more in line with what the assessment rubric i...

**M 14: Course embedded: JN 311 test subset**
Course-embedded assessment in JN 311 (required class). Subset of five test questions designed to measure knowledge of journalistic writing style.

Source of Evidence: Writing exam to assure certain proficiency level

**Target:**
None established

**Finding (2011-2012) - Target: Met**
Five items were asked on the JN311 Spring 2012 final exam to test students’ mastery of grammar and media writing style. Students performed well on most of the items, which measured subject-verb agreement, comma use, direct objects, constructions, and Associated Press style. On the five items, the percentage of students correctly identifying the multiple errors in the five items ranged from 47% to 87%, for an overall correct average on the five items of 71%. Students scored 75% or better on three of the five items, but two seemed problematic (at 66% and 47% correct). Item analyses indicated that while more than 80% of the students in the top quartile on the test correctly answered these two “harder” writing questions, only 33% of the students scoring in the bottom quartile answered them correctly. Therefore, the results indicate that students on the lower end of the class seem to be struggling with mastery or some grammar and media writing rules. An action plan has been created and the lead instructor in the class is developing new tools to address this issue.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**New online grammar/style quizzes evaluation**
*Established in Cycle: 2011-2012*
The the course will be changed in 2012-2013 to require all students to complete five online quizzes throughout the semester on g...

**M 16: Course embedded: MC 413 diversity assessment**
Course-embedded assessment in MC 413 Mass Communication and Diversity course (an elective for JN majors). In Spring 2012, the instructor employed a grading rubric for evaluating five short writing assignments per student that addressed different aspects of diversity. The rubric rated addressing the diversity issue at hand as well as overall writing ability (this is a “W” designated course).

Source of Evidence: Academic direct measure of learning - other

**Target:**
None established.

**Finding (2011-2012) - Target: Met**
Students were scored on a rubric for writing mechanics (spelling, grammar, punctuation) ability on their five short papers in the class on a scale of 5 = seriously deficient, 10 = needs improvement, 15 = meets expectations, and 20 = exceptional. Mean overall writing ability in 2012 was rated at 12.8, three points of compared with 15.8 for Spring 2011. This could be due to the change in measurement (adding the 5 seriously deficient rating, meaning students who were really struggling were automatically rated 5 points lower). Because not all students are journalism majors, it's hard to know their writing preparation coming into the class so the change might be due to change in writing classes offered by other units. Again, this rubric will be repeated in 2012-2013 to ensure that the lower numbers from this year are not part of an on-going trend.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Repeating new grading rubric for MC 413**
*Established in Cycle: 2011-2012*
This is designed to see whether changes in scores are due to the new measurement or due to real changes in performance abilities...

**M 22: Self-ratings of writing and editing skills**
A special departmental student survey to gather student self-ratings of confidence in writing, grammar mastery, and editing skills after completing JN 150 and after JN 311 (survey given twice to each student in the early part of his or her progress toward the major).

Source of Evidence: Student course evaluations on learning gains made

**Target:**
None established.

**Finding (2011-2012) - Target: Met**
Students in JN 311 were surveyed at the end of the Fall 2011 and Spring 2012 semesters on their assessment on how the class helped them in a variety of areas (this finding uses only the data at the end of JN 311). In total, 262 students completed the survey during the two semesters. 91.5% agreed or strongly agreed that the
class helped them write more clearly; 90.5% that the class helped them write more concisely; 85.6% that it helped them understand grammar in media writing; 92.2% that it helped them understand how to use quotes in media writing; 89.1% that it helped them understand AP style. The students clearly rate the class as helpful in understanding media writing and in improving their skills.

**SLO 6: Diversity in mass communication**
Students will demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communication.

**Connected Documents**
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

**Related Measures**

**M 15: Course embedded: JN 311 class exercise**
Course-embedded assessment in JN 311 (required class). In class exercise designed to help broaden perceptions of racial "faultlines" and expand what we mean by cultural differences. Students were assigned a diversity chapter to read before class and then shown a broadcast news story (it featured many African Americans). Students were asked to write a few statements on diversity in the story. The instructor lectured on the Faultlines concept (five areas of "blind spots" in terms of diversity -- race, gender, geography, generation, class, religion) as applied to media content. She then asked students to watch the story again and then reflect on the diversity.

Source of Evidence: Academic direct measure of learning - other

**Target:** None established.

**Finding (2011-2012) - Target: Met**

In total, 119 students participated in the assessment. Before the Faultlines lecture, students on average listed 1.39 forms of diversity and 87 of the 119 students (73.1%) listed only race in their assessment of the news story in terms of diversity. After the lecture, students on average listed 4.45 forms, and three of the 119 (2.52%) listed only race. The exercise worked well and students reflected that they enjoyed thinking about the story through two different frameworks (pre Faultlines and post Faultlines). The assessment showed that students clearly thought about diversity in new ways after the lecture. The lead instructor plans to repeat the exercise as it worked so well in Spring 2012.

**M 16: Course embedded: MC 413 diversity assessment**
Course-embedded assessment in MC 413 Mass Communication and Diversity course (an elective for JN majors). In Spring 2012, the instructor employed a grading rubric for evaluating five short writing assignments per student that addressed different aspects of diversity. The rubric rated addressing the diversity issue at hand as well as overall writing ability (this is a "W" designated course).

Source of Evidence: Academic direct measure of learning - other

**Target:** None established.

**Finding (2011-2012) - Target: Met**

In general, the students in the MC 413 Spring 2012 class improved slightly on the how well they "addressed diversity issues" in the first four writings of the Spring 2012 semester. The highest mean score was on diversity of sexual orientation and marriage--- 25.6 (on a four-point scale where 15 = seriously deficient, 20 = meets expectations, and 30 = exceptional). Students' lowest scores on diversity were on "disability as diversity," where the mean score was 23.6. The final writing assignment involved the identical writing instructions from Spring 2011 to Spring 2012. MC 413 students in Spring 2011 and Spring 2012 were asked to apply the "Faultlines Framework" by identifying which of the faultlines (race, gender, geography, generation, class, religion) most shapes their own perspective and three ways they as media practitioners can impact media messages involving that faultline. The mean score for "Addresses Diversity Issues at Hand" was slightly lower in the 2012 class (26.8) than in the 2011 class 26.6. As in 2010-2011, students seems to be grasping diversity constructs presented in this class. A new grading rubric adding the "seriously deficient" category helped the instructor and students identify very week arguments and issue presentation problems. This rubric will be continued for the next academic year.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Repeating new grading rubric for MC 413**

Established in Cycle: 2011-2012

This is designed to see whether changes in scores are due to the new measurement or due to real changes in performance abilities...

**SLO 7: Apply appropriate tools and technologies**
Students completing the degree program will apply tools and technologies appropriate for the communication professions in which they work.

**Connected Documents**
- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

**Related Measures**

**M 18: Course embedded: APR 260 tool mastery**
Course-embedded assessment in APR 260 on percentage of students who demonstrate tool mastery in performance tests. The course is required of all majors and minors in JN through the 2011-2012 catalog.

Source of Evidence: Academic direct measure of learning - other

**Target:** None established.

**Finding (2011-2012) - Target: Met**

The course-embedded rubric used to assess students' ability to apply the tools of graphic design, 20% of...
students obtained a perfect score (40 points); 40% obtained 35-39 points; 20% obtained 28-34 points; and 20% failed to meet the benchmark for success (28 points). Results were obtained from a random sample of students in the APR 260 course, which teaches three programs. The average scores for the Photoshop Skill Evaluations were 36.42/40. The average scores for Illustrator were 35.9/40 and the average scores for InDesign were 36.65/40. INTERPRETATION: The numbers seem high but that is by design. This test reflects a generic competency with the software that students should accomplish during the course of the class. The regular test scores reflect the generic bell curve.

**M 19: Course embedded: Writing, editing, evaluating and using tools on blogs**

Evaluation of student performance on JN 312 class blog exercise for the semester. Students will be asked to join a class blog, to master the blog tools designed for posting, commenting and linking, to write eight original posts, and to write two responses to others' work for each post they make.

Source of Evidence: Academic direct measure of learning - other

**Target:**

100% of the students will master the basic blog tools; 80% will be comfortable with them.

**Finding (2011-2012) - Target: Met**
After instruction and practice, all 18 students in Spring 2012 showed at least basic competency with the blog tools as they were able to locate the blog, post to it, and add comments. Of the 18 students, 14 showed mastery by the end of the semester and 4 displayed minimum competency. None failed to show minimum competency with the blog tools.

**SLO 8: Improvement outcome: Evaluating work/editing**

(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Students completing the degree program will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**Connected Documents**

- Journalism BA Curriculum Map 1
- Journalism BA Curriculum Map 2

**Related Measures**

- M 2: National awards
  National awards for our teaching, service, and research efforts as well as national awards presented to students for their academic and professional performance.
  Source of Evidence: Honors and awards outside the institution

- M 11: Professional mentors' ratings of intern work
  Ratings for critical thinking, writing, editing, and evaluation of others' work among other items from professional journalists mentoring the 33 interns in the internship course, JN 382, for Fall 2011 and Spring 2012. An internship is strongly encouraged. More than half of our majors complete at least one internship for credit by the time they graduate. Another 25% do internships or professional experiences during their time here, but do not enroll for credit.
  Source of Evidence: Performance (recital, exhibit, science project)

**Target:**

None established.

**Finding (2011-2012) - Target: Met**
Mentors rated the 32 interns on several items related to evaluating their own work: Attention to detail, Spelling, Grammar, and Quality of finished product. These were all rated on a scale of 1 = Poor and 5 = Excellent. Mean scores were as follows: : Attention to detail = 4.37; Spelling = 4.38; Grammar = 4.37; Quality of finished product = 4.25. These compared with the scores for 2010-2011 of Attention to detail = 4.17; Spelling = 4.50; Grammar = 4.33; Quality of finished product = 4.24, meaning there was little change in the internship assessments on these items. To examine editing a bit differently, a new measure was added in 2011-2012 to the mentor rating sheet "Editing ability (if applicable)." This allowed mentors to rate those editing others' work and self-editing of the interns. The item was completed for 21 mentors, and the mean was 4.24, with 2 rated as good, 14 as very good, and 7 as excellent. None were rated as poor or very poor on this item. This item will be repeated in 2012-2013 to look for changes over time. Overall, these numbers seem to indicate that students who reach the internship stage are doing well in critically evaluating their own work and that of others for accuracy, fairness, clarity, appropriate style, and grammatical correctness. However, it should be noted that typically the top half of our students are the ones completing the internship and that students must have a 2.5 GPA to be considered for an internship. Therefore, this measure does apply mainly to our stronger students. Still, faculty members are pleased with this result and believe that the ratings show that our program prepares students well for the demands of the field in this area.

**M 13: Writing Rubric: JN 311 final stories**

Rubric ratings to evaluate student writing and ability to self edit/correct on a final draft on the final major story required in JN 311; evaluation completed by an independent research team.

Source of Evidence: Student course evaluations on learning gains made

**Target:**

None established.

**Finding (2011-2012) - Target: Met**
Of the 17 of the 17 final enterprise stories evaluated to see whether students had self corrected grammar, spelling, and style issues. This was the "correct" category in the rubric completed by the raters. On the correct rating, two (11.8%) were rated as failing to meet minimum standards, 10 (58.8%) as meeting minimum standards, and five (29.4%) as exceeding standards in this regard. Although most students are performing adequately, less than a third are exceeding minimum standards. These statistics indicate that there is still work to be done in this area, especially at the JN 311 level. Therefore, an action plan has been created to help address these issues.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Self editing templates**  
*Established in Cycle: 2011-2012*  
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic...

**Working with lab instructors to improve grading**  
*Established in Cycle: 2011-2012*  
The lead instructor will work with the lab instructors next year to bring grading more in line with what the assessmentrubric i...

**M 19: Course embedded: Writing, editing, evaluating and using tools on blogs**  
Evaluation of student performance on JN 312 class blog exercise for the semester. Students will be asked to join a class blog, to master the blog tools designed for posting, commenting and linking, to write eight original posts, and to write two responses to others' work for each post they make.

Source of Evidence: Academic direct measure of learning - other  
**Target:**  
None established.  
**Finding (2011-2012) - Target: Met**  
This item was evaluated by analyzing the eight blog posts and the 16 responses for the 18 students enrolled in Spring 2012. The instructor rated whether the student brought discussion of the issue(s) back to class and engaged with issue(s) and classmates when evaluating others' work and responding to it in the blog responses. The scale used was No = 1, Somewhat = 2, Yes = 3. Mean scores were 2.78. The instructor observed that as students became more aware that the point of the exchanges on the class blog was to stimulate class discussion, the class discussions improved and became more student-driven. Priming classroom discussion by requiring students to comment on each others' blog posts worked. Some students who did not identify the issue(s) in the exchanges or who identified the issue(s) in the most basic way in the exchanges still were able to engage with the issue(s) and classmates during class.

**M 22: Self-ratings of writing and editing skills**  
A special departmental student survey to gather student self-ratings of confidence in writing, grammar mastery, and editing skills after completing JN 150 and after JN 311 (survey given twice to each student in the early part of his or her progress toward the major).

Source of Evidence: Student course evaluations on learning gains made  
**Target:**  
None established.  
**Finding (2011-2012) - Target: Met**  
Students in JN 311 were surveyed at the end of the Fall 2011 and Spring 2012 semesters on their assessment on how the class helped them in a variety of areas, including self-editing. 80.9% agreed or strongly agreed that the class helped them learn to self-edit. Only two students reported that they "strongly disagreed" with this statement, but responses 20% were not in agreement that the class was helpful in this area. Although evaluating work and editing was identified as an area for improvement in 2011-2012, these findings indicate that there is still room for improvement on this outcome.

**Related Action Plans (by Established cycle, then alpha):**  
For full information, see the Details of Action Plans section of this report.

**Self editing templates**  
*Established in Cycle: 2011-2012*  
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic...

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**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 1: Recognized quality**  
The program will improve and sustain a high level of recognized quality.

**Connected Documents**  
[Journalism BA Curriculum Map 1](#)  
[Journalism BA Curriculum Map 2](#)

**Related Measures**

**M 1: ACEJMC Accreditation**  
Measure: Results of the most recent external accreditation review by the national accrediting council for our discipline: the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC).  
Source of Evidence: Academic direct measure of learning - other  
**Target:**  
To maintain our national accreditation by our accrediting agency.  
**Finding (2011-2012) - Target: Met**  
The journalism undergraduate degree program was reaccredited as part of a larger mass communication unit in the college (JN, APR, TCF, MC) by the Accrediting Council of Education in Journalism and Mass Communication (ACEJMC) in 2009. ACEJMC evaluated evidence pertaining to Curriculum and Instruction, Faculty Performance and Professional and Public Service. In its Report On On-Site Evaluation: ACEJMC found the program to be compliant on the above mentioned three standards. The report stated the following strengths of the program: The program [is] highly regarded in the state, region and among peer institutions; This is a highly productive faculty whose intellectual work is disseminated across a wide spectrum of venues; This is a productive faculty that has generated an impressive record of scholarly, creative and professional
work.

**M 2: National awards**
National awards for our teaching, service, and research efforts as well as national awards presented to students for their academic and professional performance.

Source of Evidence: Honors and awards outside the institution

**Target:**
None established

**Finding (2011-2012) - Target: Mat**
In the 2011-2012 academic year, our faculty members won three college-wide teaching awards, two professional writing awards, and placed in one national teaching competition. Further, faculty members won four top-paper awards at national and international conferences. Four current adjunct instructors were part of the team from *The Tuscaloosa News* that won the 2012 Pulitzer Prize for Breaking News Reporting. Student honors were even more numerous as journalism majors won numerous regional and national awards in 2011-2012. These included: Three top-10 honors in the in the national 2011-2012 Hearst Journalism Awards Competition. One student was chosen to compete in the Hearst National Multimedia Championship for overall excellence in digital journalism. Four JN majors won a first place national award for Breaking News Reporting in the 2011 Society of Professional Journalists Mark of Excellence awards. Another was named a top-three national finalist for editorial writing in that same contest. In the regional SPJ awards, the work of 13 JN majors won five first, second or third place awards. Two JN majors won first place awards at the Southeastern Journalism Conference in January 2012. JN major and Crimson White Editor Victor Luckerson was named to the national 2011 College Media Hall of Fame. These awards and recognitions clearly show the quality of the work done by our faculty and students. This year was probably the best in several decades in terms of national recognition and honors for both faculty and students.

**OthOtcm 2: Degree Completions**
The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Connected Documents**
- [Journalism BA Curriculum Map 1](#)
- [Journalism BA Curriculum Map 2](#)

**Related Measures**

**M 3: University stats on majors and degrees**
University statistics on the number of program majors and degrees awarded during the past six years.

Source of Evidence: Academic direct measure of learning - other

**M 4: Enrollment evaluation**
Evaluation of enrollment in Journalism Department tracks (general/visual) and emphases within those tracks (multimedia/photojournalism/design). Also analysis of enrollment in minors offered by the department (general/photojournalism/design).

Source of Evidence: Academic direct measure of learning - other

**M 5: Enrollment in service classes**
Enrollment in service oriented classes (FTE in classes provided to other majors and the general education mission of the college and the university).

Source of Evidence: Academic direct measure of learning - other

**OthOtcm 3: Value graduates**
The program will be highly valued by its program graduates and other key constituencies it serves.

**Connected Documents**
- [Journalism BA Curriculum Map 1](#)
- [Journalism BA Curriculum Map 2](#)

**Related Measures**

**M 6: Senior Survey Data**
Data obtained from the University's Graduating Senior Survey.

Source of Evidence: Alumni survey or tracking of alumni achievements

**M 7: NSSE**
2010 National Survey of Student Engagement (NSSE) data pertaining to overall educational experience.

Source of Evidence: Alumni survey or tracking of alumni achievements

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**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**New online grammar/style quizzes evaluation**
The the course will be changed in 2012-2013 to require all students to complete five online quizzes throughout the semester on grammar and style. The same five final items will be asked again in Spring 2013 to see if this technique helped improve mastery for all students.

**Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**
- **Measure:** Course embedded: JN 311 test subset
- **Outcome/Objective:** Skills / Abilities: Write Correctly and Clearly

**Implementation Description:** A new online text supplement has been adopted and the quizzes are part of this material. Students will access these quizzes in their online text materials. The instructor will require five of the nine quizzes available as part of the student's grade. Students can do the others for practice.

**Projected Completion Date:** 05/2013
Repeating new grading rubric for MC 413
This is designed to see whether changes in scores are due to the new measurement or due to real changes in performance abilities in recognizing diversity issues and writing ability.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Course embedded: MC 413 diversity assessment | Outcome/Objective: Diversity in mass communication
  | Skills / Abilities: Write Correctly and Clearly

Responsible Person/Group: George Daniels, course instructor

Self editing templates
The lead instructor will give a template to the lab instructors for teaching self editing in the labs for the 2012-2013 academic year. Additionally, the writing mentors who work in the college writing center will be given the training on teaching self-editing.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Self-ratings of writing and editing skills | Outcome/Objective: Improvement outcome: Evaluating work/editing
  Measure: Writing Rubric: .JN 311 final stories | Outcome/Objective: Improvement outcome: Evaluating work/editing
  | Skills / Abilities: Write Correctly and Clearly

Projected Completion Date: 02/2013
Responsible Person/Group: Jennifer Greer, Lead .JN 311 instructor, and Wilson Lowery, Writing Center coordinator

Working with lab instructors to improve grading
The lead instructor will work with the lab instructors next year to bring grading more in line with what the assessment rubric indicated for these stories.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High

Relationships (Measure | Outcome/Objective):
  Measure: Writing Rubric: .JN 311 final stories | Outcome/Objective: Improvement outcome: Evaluating work/editing
  | Skills / Abilities: Write Correctly and Clearly

Implementation Description: This is designed to correct for the fact that final grades were too high on the last major story.
Projected Completion Date: 05/2013
Responsible Person/Group: Jennifer Greer, lead .JN 311 instructor
Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Required courses 2010-2011</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Think critically, creatively and independently</td>
<td>Write clearly and correctly</td>
<td>Understanding of Diversity</td>
<td>Apply tools and technologies</td>
<td>Evaluate fairness, accuracy, etc.</td>
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<tr>
<td>Course 1</td>
<td>X</td>
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<tr>
<td>JN 101</td>
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<td>Course 2</td>
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<td>APR 260</td>
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<td>Course 3</td>
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<tr>
<td>JN 311</td>
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<td>Course 4</td>
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<td>Course 5</td>
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<td>MC 413</td>
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<td>Course 6</td>
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<td>JN 436</td>
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<td>Internship</td>
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<tr>
<td>JN 382</td>
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</tr>
</tbody>
</table>
## Curriculum Maps #2 (What assessment measures will be employed in which courses for each SLO)

<table>
<thead>
<tr>
<th>Required courses 2010-2011</th>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course 1</td>
<td>JN 101</td>
<td>Pre-post class surveys measuring attitudes toward journalism in society.</td>
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<tr>
<td>Course 2</td>
<td>APR 260</td>
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<td></td>
</tr>
<tr>
<td>Course 3</td>
<td>JN 311</td>
<td></td>
<td>Subset of questions on an exam; Ratings on final stories</td>
<td>In-class exercise on Faultlines</td>
<td></td>
</tr>
<tr>
<td>Course 4</td>
<td>JN 312</td>
<td>Assessment of blog posts for issue comprehension</td>
<td></td>
<td>Ratings of blog tool mastery</td>
<td>Assessment of responses to classmate's blog posts</td>
</tr>
<tr>
<td>Course 5</td>
<td>MC 413</td>
<td>Rubric rating demonstrated writing ability on short papers</td>
<td>Rubric rating grasp of diversity issues in short papers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course 6</td>
<td>JN 436</td>
<td>Ratings of students' ability to use journalistic writing conventions in final papers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td>JN 382</td>
<td>Supervisor ratings of critical thinking</td>
<td>Supervisor ratings of writing ability</td>
<td></td>
<td>Supervisor ratings of grammar and editing ability</td>
</tr>
</tbody>
</table>