

Assurance of Student Learning 2018-2019	
Potter College	School of Media
Photojournalism 750	

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1: Students will be able to demonstrate a mastery of technical and aesthetic skills.

Instrument 1	Direct: Professional Advisory Committee review of PJ 436 Capstone Project
Instrument 2	
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Students will demonstrate that they meet the qualifications to be employed in the photojournalism/visual profession.

Instrument 1	Direct: Professional Advisory Committee review of graduating senior portfolios
Instrument 2	Indirect: Student Exit Survey
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	Met	Not Met
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Student Learning Outcome 3: Students will be able to compete with peer groups from other universities entering the photojournalism profession.

Instrument 1	Direct: Juried Contests and Scholarships
Instrument 2	Indirect: Student Internships in the photojournalism profession.
Instrument 3	

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
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Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)

For Direct Measures in SLOs 1 and 2, since 2010, the Photojournalism program has been inviting members in the photojournalism profession, who make up the program's Professional Advisory Committee, to come to WKU for a day of assessment and critiques of senior capstone projects and portfolios. For SLO 1, 70% of graduating seniors had to score at least 75 on a 100-point scale, based on three criteria. The results are: Idea: 89% (8 out of 9 students) Execution and Presentation: 100% (9 out of 9 students) Content Quality: 89% (8 out of 9 students).

For SLO 2, PAC team members had to rate at least 75% of students capable of obtaining employment in the photojournalism field upon graduation. 100% of the students were deemed qualified by the committee.

The Indirect Measure for SLO 2 comes from an exit survey question given to all graduating seniors involving overall satisfaction with the program. 100% of the seniors answered yes, completely or yes, with reservations (comments on how the program could have better served them).

For the third learning outcome, the program has kept a record of student success in juried competitions, which are listed here: <https://wkupj.com/recognition/>, and here: <https://wkupj.com/recipients/>

For Indirect measures in Student Learning Outcome 3, the program has kept a record of student internships in the profession, which are listed online here: <https://wkupj.com/internships/>. Though the program has extensive qualitative evidence of student success with these internships, plans are in place to develop a more formal assessment form, similar to the survey forms used in learning outcomes 1 and 2, so that quantitative results can be gathered and reported.

At least two of these SLOs need to be rewritten for the next review cycle.

Student Learning Outcome 1

Student Learning Outcome	Students will be able to demonstrate a mastery of technical and aesthetic skills.		
Measurement Instrument 1	Graduating seniors in the PJ 436 Projects capstone course successfully complete a major documentary project that consists of visuals, writing and design that demonstrate their ability to produce a storytelling narrative that could be published in a photojournalism platform. The Photojournalism program’s Professional Advisory Committee members assess the quality of the student projects, determining if these projects reflect the goals and expected outcomes the Photojournalism program has established to reflect its national reputation.		
Criteria for Student Success	<p>Three evaluation questions were asked in the report the PAC team filled out after viewing the students’ final documentary projects and discussing the projects each individual student. The rubric is as follows:</p> <p>IDEA – Is the idea of this project worthwhile? Does it have news value and relevance to a potential audience? Is the idea developed clearly and logically? Is it a strong visual story?</p> <p>EXECUTION AND PRESENTATION – The student was given the choice to select the most effective method of documenting their story. Video, audio, stills (including graphics), or a combination of the three could be used. Did the student use the appropriate media in the most effective places in the project? Given the idea and the presentation, did the student execute the project well overall? Specifically assess the quality of the video, audio, and stills (including graphics, if they were used). The words, though not included in the "big three," are nevertheless critical. Please assess the quality of the headlines, captions, story, etc. If there is a video/audio storyline, is the edit clean, logical and concise? For stills, is it a tight edit, with each image contributing to the story in a unique way?</p> <p>CONTENT QUALITY Are the characters and the story engaging? Is there emotion/feeling; does it make you care about the issue and the characters involved in the story? Did your first 30 seconds with the project make you want to find out more about the issue/characters? Is there a clear introduction, conflict, resulting action, resolution, and reflection? Are you shown the story (unfolding action, takes you on a journey) rather than just told a story? Does the story address/reveal universal themes that the audience can relate to and apply beyond this particular story?</p> <p>Student success is defined as scoring 5 or above (on a 100-point scale) in each of the three criteria above.</p>		
Program Success Target for this Measurement	At least 70% of the students had to score a 75 or above (on a 100-point scale) in each of the three criteria above.	Percent of Program Achieving Target	Idea: 89% (8 out of 9 students) Execution and Presentation: 100% (9 out of 9 students) Content Quality:89% (8 out of 9 students)

Methods	Three professionals, Justin Fowler, a photographer from the State-Journal Register in Illinois, Cara Owsley, the director of visuals at the Cincinnati Inquirer, and Brett Marshall, creative director of Kertis Creative multimedia, spent a day viewing the nine students' documentary projects. During the day-long documentary screening, each student presented their project and after the showing the PAC team asked questions and gave feedback to each student. The PAC team then filled out a Google Form with consisting of the rubric in the Criteria section above, where they put in numerical score (based on a 100-point scale) and provided written comments to the students and faculty to help gauge the effectiveness of the teaching and learning process.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
For the 2018-2019 capstone course, the faculty member teaching the course began talking with students in Fall 2018 semester about their Spring 2019 capstone course. He handed out preparatory materials, including information about a new textbook that was adopted for the course. This was in response to previous years, where the course instructor was concerned that students needed more preparation for their capstone projects. This has continued in the 2019-2020 class, with plans in place to formalize story development in the fall in order to free up more time during the capstone semester for gathering and producing the project, the goal being for the students to have more polished projects to present to the PAC team by the end of the capstone semester. The numerical rubric will be provided for subsequent review cycles.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
In analyzing the data from 2018-2019 and comparing it to the previous year's results, in the Idea section, results declined from 94% to 89%, but the Execution and Presentation results rose from 82% to 100%, and the Content Quality section results rose from 88% to 89%. The written comments from the PAC team reflected a positive view of the work overall, along with several comments about how a tighter edit would have helped some of the projects. As a result of the latter comment, faculty members are discussing strategies for improving editing, including more in-class editing critique and earlier deadlines to increase expectations of students to tighten their edits before the PAC team views their projects.			

Student Learning Outcome 2

Student Learning Outcome	Students will demonstrate that they meet the qualifications to be employed in the photojournalism/visual profession.		
Measurement Instrument 1	Senior students submit a portfolio of their photographs, video, writing, and design to the Photojournalism program's Professional Advisory Committee members, who assess the portfolios to determine whether these students are prepared for the photojournalism/visual profession and are employable once they graduate.		
Criteria for Student Success	The question given to the PAC team after they review graduating student portfolios and resumes is as follows: After reviewing examples of photojournalism seniors' work, do at least 75 percent of the students show overall work that would make them employable in the photojournalism/visual industry?		
Program Success Target for this Measurement	75% of graduating students need to show overall work that would make them employable in the photojournalism/visual field.	Percent of Program Achieving Target	100%
Methods	The PAC team members are sent the student portfolios and resumes ahead of their campus visit at the end of the capstone semester so that they can be prepared to give feedback directly to students as part of their presentations to the PAC team during finals week. The PAC team then fills out a Google Form answering the survey question above and providing qualitative written comments.		
Measurement Instrument 2	Indirect: Graduating students complete an exit survey on a Google Form about their experience in the Photojournalism program. The question used for this Indirect Measure is in the section below.		
Criteria for Student Success	One of the questions on the survey asks students if they are satisfied with how the Photojournalism program helped to prepare them to work in their chosen profession. The three answer choices are: 1. Yes, completely; 2. Yes, with reservation 3. No, the program did not prepare me to work in the industry.		
Program Success Target for this Measurement	Collectively, at least 80% of students should answer yes (either 1 or 2 in the section above).	Percent of Program Achieving Target	100%
Methods	At the end of the capstone semester, students fill out a Google Form asking several questions about their experience in the program. The questions on the form are fine tuned from year to year in order to help the Photojournalism faculty determine what changes need to be made to the curriculum to better serve the students. In 2018, a question about overall satisfaction was added to the form.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Concerning the Direct SLO, of the nine students in the 2018 graduating class, 100% were rated employable by the PAC team. This is up from 96.2% in 2017. Based on the PAC team's qualitative responses in the survey, which included suggestions to increase the students' still photography experience and stronger video technical skills, the Photojournalism program faculty has included more preparatory experience for students in their freshman and sophomore photojournalism classes. Specifically, the Intermediate Photojournalism class was created for second-semester freshman in order to give students an extra semester of still photography experience before they start working with video storytelling. This class also includes an assignment that requires students to create an online portfolio, resume, and cover letter. This inspires students to begin considering what they need to be doing in order to be prepared to enter the photojournalism profession. The faculty also made significant changes to the sophomore-level multimedia class, making it an all-video documentary class, which has helped students be better prepared for the senior-level Advanced Short Documentary video class.

It has been pointed out that this student learning outcome is not really a learning outcome, and is not easily measurable. In particular, the criteria for student success needs to be quantifiable. The numerical rubric needs to be provided. The dean's office recommends revising this SLO.

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

The 2018 graduates were the last class to go through the program before the changes above were implemented. Therefore, the Photojournalism program faculty is paying particular attention to comparing the 2018 class with future classes. The faculty is in the process of evaluating the 2019 PAC team results and is in the planning stages of inviting the 2020 PAC team to evaluate the current capstone class in May 2020.

Student Learning Outcome 3

Student Learning Outcome	Students will be able to compete with peer groups from other universities entering the photojournalism profession.		
Measurement Instrument 1	<p>Direct: Students' success in state, regional, national, and international juried photojournalism competitions and scholarship awards measures their ability to compete with peer groups from other universities entering the photojournalism profession. Though not required to do so, students are encouraged to enter photography competitions and apply for scholarships throughout the year. Faculty members are required to participate in determining student entries for the Hearst Journalism Awards competition (see details below) and are actively involved in assisting students in entering other competitions and applying for national scholarships.</p> <p>With the required faculty involvement, a limited number of students enter the Hearst Journalism awards each year, which is a national contest that is often referred to as the Pulitzer Prizes of college journalism. The other major contest, College Photographer of the Year, is an international contest that any students can enter. In addition, students enter the contests such as the White House News Photographer Student Contest, Atlanta Photojournalism Seminar, National Press Photographers Association's Best of Photojournalism contest (an international contest), Kentucky News Photographers Association's Pictures of the Year competition, and the Society of Professional Journalists Mark of Excellence awards. Beyond the Photojournalism program scholarships, students also enter the National Press Photographers Foundation national scholarship competition.</p>		
Criteria for Student Success			
Program Success Target for this Measurement	See below (Actions section)	Percent of Program Achieving Target	See below (Actions section)
Methods	For the Hearst Journalism Awards competition, two students are chosen by the Photojournalism faculty to enter each of the two rounds of in the Photojournalism division. In the Multimedia division of the contest, two students are chosen for each of the first three rounds and two teams of students are chosen for the fourth round. Students who qualify for the semifinal round of the		

	Photojournalism division then submit a portfolio to compete for the national championship competition. Students who win first place in the each of the first three rounds of the Multimedia division qualify for the national championship round. In addition, the university program with the most overall points in the first round of the Photojournalism and Multimedia divisions wins the Intercollegiate competition and a \$10,000 prize in addition to the student earnings. The other contests require a submission of a portfolio and/or individual entries. The NPPF scholarships require a written essay, a portfolio submission, and letters of recommendation.		
Measurement Instrument 2	Indirect: Photojournalism students compete with students from other universities for internships at publications nationwide.		
Criteria for Student Success	Though they are not required to do so, students are strongly encouraged to obtain internships in the photojournalism field to practice technical and storytelling skills learned in the classroom.		
Program Success Target for this Measurement	See below (Follow-up section)	Percent of Program Achieving Target	See below (Follow-up section)
Methods	In addition to encouraging students to apply for internships, students are required to create an online portfolio, resume and cover letter in PJ233 Intermediate Photojournalism, a class taken in their second-semester freshman year. For the 15 th year, the Photojournalism faculty hosted WKU PJ Career Day, a program that brought in 13 professional visual journalists from across the region to interview students, critique their portfolios, and give them advice on how to obtain an internship/job in the photojournalism field.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
<p>In 2018-2019, the Photojournalism won first place in the Intercollegiate Photojournalism competition (its 25th national championship in 30 years of the competition) and second place in the Intercollegiate Multimedia competition. In addition, three students competed in the national championship, with one winning second place award in the national shootout competition in San Francisco, along with a Best Multimedia Story of the Year national award, and two earning finalist awards. In the College Photographer of the Year international competition, a Photojournalism program student won the Best Portfolio award, and the Western Kentucky University Photojournalism program came in 5th place in total awards among universities worldwide. In the White House News Photographer of the Year Student Contest, a Photojournalism program student won First Place in the Student Video Photographer of the Year competition and First Place Video Sports Story. In the Atlanta Photojournalism Seminar competition, a Photojournalism program student won First Place in the Rich Mahan Best Student Portfolio competition. In the National Press Photographers Best of Photojournalism contest, a Photojournalism program student won First Place in the Emerging Vision Portfolio competition. In the Kentucky News Photographers Association's state contest, Photojournalism program students won 22 awards, including Best Portfolio award in the Student Pictures of the Year division. In the Society of Professional Journalists Mark of Excellence regional awards, Photojournalism program students won two awards. In the National Press Photographers Foundation scholarships, Photojournalism program students won four awards out of the ten scholarships available to them. All awards are recorded online here: https://wkupj.com/recognition/. All scholarships are recorded online here: https://wkupj.com/recipients/.</p> <p>Internship results for 2018-2019: 13 students obtained internships in at these publications: Los Angeles Times, Denver Post, Indianapolis Star, Lexington Herald-Leader, Tulsa World, Beam Imagination, Kentucky Center for Investigative Reporting, The Post and Courier (Charleston, South Carolina), Chautauquan Daily, Milwaukee Journal Sentinel, and Philmont Scout Ranch. Internships are recorded online here: https://wkupj.com/internships/ The number of student internships decreased from previous years; some of this is due to fewer internships being offered overall, as well as fewer internships being offered in the summer, with publications instead opting for spring and fall semester-long internships. Fewer students can apply for these internships because obtaining an internship during the fall and spring semesters often delays their graduation.</p>			

Dean's office note: While these awards are admirable, unless we can find some way to quantify success and to establish criteria for student success and program targets, the SLO needs to be rewritten in order to assess student learning in a measurable way.

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

The Photojournalism faculty continue to assist students with contests, scholarships, and internships using the methods detailed above. Though the faculty has received extensive informal qualitative feedback about internships, there are plans in place to develop a Google Form to gather quantitative information, as well as more formal, recorded qualitative feedback about student performance during their internships. This form will be developed during the 2020-2021 academic year and sent to the internship supervisors of students who obtained internships during the summer of 2019, fall of 2019, spring of 2020, and fall of 2020.