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| **Assurance of Student Learning Report**  **2022-2023** | | |
| **Potter College** | | **School of Media & Communication** |
| **Journalism (736P/736)** | | |
| **Mac McKerral** | | |
| ***Is this an online program***?  Yes  **No** | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1:  Demonstrate the ability to think critically, creatively, and independently.** | | | |
| **Instrument 1** | **JOUR 301 Analytical essay on book bans in Kentucky schools.** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2: Demonstrate the ability to do human-interest journalism.** | | | |
| **Instrument 1** | **JOUR 323 “Assigning a story: Who Knew?”** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3: Demonstrate the ability to do public-interest journalism.** | | | |
| **Instrument 1** | **JOUR 301 Research Paper.**  . | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| All the program outcomes were assessed in this cycle. In the next assessment cycle, the outcome “Demonstrate the ability to do public-interest journalism” will be assessed using reported stories on public interest journalism. | | | |

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| **Program Student Learning Outcome 1** | | | | |
| **Program Student Learning Outcome** | **Demonstrate the ability to think critically, creatively, and independently.** | | | |
| **Measurement Instrument 1** | **JOUR 301 Analytical essay on book bans in Kentucky schools.** | | | |
| **Criteria for Student Success** | 70% or higher is deemed success. | | | |
| **Program Success Target for this Measurement** | 75% of the students should score at 70% or higher. | **Percent of Program Achieving Target** | • Four of the five essays assessed scored above the minimum, 70 percent/35 points.  • The average score for the five essays assessed was 40.2 points.  • The high score on the essay was 43 points.  • The low score on the essay was 30 points, the score for the essay that did not achieve the minimum. | |
| **Methods** | The analytical essay addresses these ACEJMC competencies:  • apply the principles and laws of freedom of speech and press  • write correctly and clearly in forms and styles appropriate for the communications professions, audiences  • apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions  The essay is scored by faculty on a 50-point basis (see attached rubric). | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | |
| **Results**: The results are typical for this essay assignment. The assessment outcome can vary based on the quality of students in the class, which can ebb and flow. This was a small sample, but there was an even split between very strong students and somewhat weak students.  **Conclusions**: The takeaway from this assessment is that additional effort must be placed on improving student analytical thinking and writing. On the essay assignment, the weakness is in detailed writing, eliminating repetitiveness, and maintaining focus on the prompt’s question.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: This is an effective assessment for the learning outcomes desired. In the future, more emphasis placed on explaining the assignment and offering students examples of well-crafted essays could help improve areas of weakness identified in conclusions. | | | | |

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| **Program Student Learning Outcome 2** | | | | |
| **Program Student Learning Outcome** | **Demonstrate the ability to do human-interest journalism.** | | | |
| **Measurement Instrument 1** | **JOUR 323 “Assigning a story: Who Knew?”** | | | |
| **Criteria for Student Success** | 70% or higher is deemed success. | | | |
| **Program Success Target for this Measurement** | 75% of the students should score at 70% or higher. | **Percent of Program Achieving Target** | • 100% of the essays scored above the minimum, 70 percent/35 points.  • The average score for the five essays assessed was 45.5 points.  • The high score was 46 points.  • The low score was 37 points. | |
| **Methods** | The “Assigning a story: Who Knew?” essay serves a two-fold purpose in that it requires students to think analytically as editors, and it requires students to properly plan and develop a human-interest story, a plan that serves as a roadmap for success in reporting that story. Class content leading up to the assignment focuses on a variety of components that contribute to excellent storytelling.  The assignment addresses the following ACEJMC competencies:  • write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; • demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; • apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work  The essay is scored by faculty on a 50-point basis (see attached rubric). | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | |
| **Results**: The results for this instrument were better than expected. In the past, students have often neglected researching the story to develop specific suggestions for identifying sources and historical and contextual material, such as providing links to key WKU offices and identifying sources by name and title.  **Conclusions**: More emphasis was placed on providing examples on detailed sourcing and historical and contextual resources, and on identifying specific excellent storytelling techniques to help students establish focus for their work.  **Plans for Next Assessment Cycle**: This is an effective instrument for assessing the competencies it addresses. However, because of planned changes in the curriculum, I think the small design element within the assignment will be eliminated, since the plan is to move the design content in JOUR 323 News Editing to a visual class in the photojournalism sequence. | | | | |

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| **Program Student Learning Outcome 3** | | | | |
| **Program Student Learning Outcome** | **Demonstrate the ability to do public-interest journalism** | | | |
| **Measurement Instrument 1** | **JOUR 301 Research Paper** | | | |
| **Criteria for Student Success** | 70% or higher is deemed success. | | | |
| **Program Success Target for this Measurement** | 75% of the students should score at 70% or higher | **Percent of Program Achieving Target** | • 100% research papers scored the minimum or above the minimum, 70 percent,  • The average score for the five research papers assessed was 86.4  • The high score for the research paper was 99.  • The low score for the research paper was 70 | |
| **Methods** | The JOUR 301 Research Paper addresses these ACEJMC competencies:  • write correctly and clearly in forms and styles appropriate for the communications professions, audiences  • apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions  • demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity  This research paper focused on the Warren Court (1953-1969), the U.S. Supreme Court era that significantly impacted public policy and news media reporting on issues such as expanded civil rights and civil liberties, and expanded powers of the judiciary and the federal government. To properly report on public policy, students must educate themselves on the history and context of the Supreme Court’s influence on policy.  The research paper is scored by faculty on a 100-point basis (see attached rubric). | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | |
| **Results**: The results from this assessment mirror those of the previous years. The process for assigning and assisting the students with the research paper has been refined and improved from semester to semester (see conclusions).  **Conclusions**: Students do well on the research paper with the weakness in those falling in the editing category. Once the “general” topic is assigned — in this case the Warren Court — students complete a research paper proposal in which they narrow the focus of the general topic and provide five scholarly sources that can be used for the paper. This proposal helps them with sourcing and gets them started on the paper, which is assigned at the midterm. Students also are provided a “Research Paper Guide” with helpful resources such as links to examples of thesis statements, websites focused on Supreme Court cases and rulings, explanations of the types of research papers and examples of proper citations, and a research paper outline. And students are allowed to choose which “style” they want to use on the paper (MLA, APA, Chicago).  **Plans for Next Assessment Cycle**: The research paper for JOUR 301 Press Law is a valuable assessment instrument. Even though the School of Media is a professional program, it is extremely important for students to be able to execute and to understand the value of scholarly research when undertaking reporting on any topic but certainly on reporting on public policy. To my knowledge, JOUR 301 Press Law is the only course in the SOM curriculum in this assessment period that requires scholarly research. Additionally, this semester, the School of Media resource librarian gave a 40-minute presentation to the class on using WKU library databases and on plagiarism. Feedback from the class on this session was very positive. All the students considered it very helpful. Going forward, the presentation from the resource librarian will be embedded in the class. | | | | |

**Book banning law analysis**

**Assessment Scale**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**• Breadth:** Addresses fundamental concepts of the question **(10 points)**: \_\_\_\_\_\_

**• Clarity:** Understandable writing — the meaning can be grasped **(10 points)**: \_\_\_\_\_

**• Accuracy:** Free from errors or distortions; editing **(5 points)**: \_\_\_\_\_

**• Precision:** Contains necessary level of detail — case law, court guidelines, First Amendment theories: **(10 points)**: \_\_\_\_\_

**• Relevance:** Information cited — case law, court guidelines, First Amendment theories — best relate to analyzing the question: **(15 Points):** \_\_\_\_\_

**Points/total:**

**/50**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment**

**The Wall Assignment**

**• Writing is clear:**

I understand what the writer means **(10 points)**: \_\_\_\_\_

**• Writing is precise and thorough:**

Writing uses precise language;

fully answers the questions asked **(15 points)**: \_\_\_\_\_

**• Writing uses specific examples:**

Writing does not tell techniques;

It shows through examples **(15 points)**: \_\_\_\_\_

**• Writing is efficient:**

Writing minimizes word count

and avoids repetition **(5 points)**: \_\_\_\_\_

**• Editing**

AP style, grammar and language arts **(5 points)**: \_\_\_\_\_

**Total: \_\_\_\_\_/50**

**JOUR 301 Press Law and Ethics**

**Research Paper Assessment**

**• Thesis statement**: (20 points) \_\_\_\_\_

**• Diverse and appropriate citations**: 20 points \_\_\_\_\_

**• Adequate and appropriate content:** 20 points \_\_\_\_\_

**• Editing (language arts, citations, etc.):** 20 points \_\_\_\_\_

**• Following directions (formatting, SafeAssign upload, etc.):** 10 points \_\_\_\_\_

**Total:** \_\_\_\_\_/100

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**



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| **KEY:** | |  |  |  |  |
| **I = Introduced** | |  |  |  |  |
| **R = Reinforced/Developed** | |  |  |  |  |
| **M = Mastered** | |  |  |  |  |
| **A = Assessed** | |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** |
|  |  |  | **Demonstrate the ability to think critically, creatively, and independently.** | **Demonstrate the ability to do human-interest journalism** | **Demonstrate the ability to do public-interest journalism** |
| **Course Subject (Prefix)** | **Number** | **Course Title** |  |  |  |
| SOM | 101 | Understanding Media | I |  | I |
| SOM | 102 | Media Collaboration | R | I | R |
| AD | 210 | Software Studio |  |  |  |
| JOUR | 202 | Introduction to News Writing | R | R | R |
| BCOM | 264 | Digital Video Production and Distribution |  |  | R |
| PJ | 131 | Introduction to Digital Photography | I | I | R |
| PJ | 261 | Introduction to Multimedia | R | R | R |
| JOUR | 301 | Press Law & Ethics | M A | R | M A |
| JOUR | 302 | Intermediate Reporting | R | R | R |
| JOUR | 323 | Multiplatform News | R | R A | R |
| JOUR | 325 | Feature Writing | R | R | R |
| SOM | 310 | Media Diversity | R | R | R |
| JOUR | 426 | Advanced Reporting | R | M | R |
| SOM | 402 | Fleischaker/Greene First Amendment Studies | M | M |  |