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| **Assurance of Student Learning Report**  **2023-2024** | | |
| **Potter College** | | **School of Media & Communication** |
| **Journalism (736P/736)** | | |
| **Becca Andrews** | | |
| ***Is this an online program***?  Yes  **No** | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes  **No** (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: Research Paper on music as a form of protest or freedom.** | | |
| **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 325: Reported personal essay** | | |
| **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 produce public-interest journalism.** | | | |
| **Instrument 1** | **JOUR 325: Final feature story** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| This cycle’s learning outcomes do not match the outcomes that are listed in CourseLeaf because they have already been updated for the upcoming academic year. | | | |

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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 Research Paper on music as a form of protest or freedom.** | | | |
| **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:** | • All six essays assessed scored above the benchmark score, 80 percent.  • The average score for the essays assessed was 89.5 percent.  • The high score on the essay was 93 percent.  • The low score on the essay was 86 percent, which was still above the benchmark. | |
| **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 100-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.  **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.  **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 325: Reported personal essay** | | | |
| **Criteria for Student Success** | 70% or higher is deemed success. | | | |
| **Program Success Target for this Measurement:** |  | **Percent of Program Achieving Target:** | • 100% of the essays scored above the minimum, 70 percent.  • The average score for the essays was 81.1 percent.  • The high score was 95 percent.  • The low score was 78 percent. | |
| **Methods** | The final draft of the reported personal essay requires students to use their own experience to explore a timely issue or cultural commentary. Students must outline their stories, pitch them to the class, turn in an initial draft, undergo critique, and then make revisions based on that critique and the faculty’s edits and notes. 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 100-point basis. | | | |
| **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**: This assignment seemed to resonate deeply with students. They have never had the opportunity to braid deep reporting with personal narrative, and I was impressed with how engaged they were in their own work and each others’ work.  **Conclusions**: This was a good assignment to use as an entry point into narrative feature writing. The class bonded because of it, creating a more collaborative space for the remainder of the semester. Success hinged on an understanding of narrative storytelling structure and journalistic interviews and research, as well as a deep revision based on feedback from their classmates and myself.  **Plans for Next Assessment Cycle**: This assignment is an effective way to address style, ethics, and critical thinking skills. The class overall depends on collaboration and the students pushed each other to think more deeply about their projects. Because we discussed each story at length as a class, the students got to engage with wide-ranging topics and advise each other on reporting, and their thoughtful feedback blew me away. Next cycle, I want to make more space for those discussion and try to figure out a workshop format that is less rushed and more focused on rich engagement. | | | | |

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| **Program Student Learning Outcome 3** | | | | |
| **Program Student Learning Outcome** | **Demonstrate the ability to produce public-interest journalism** | | | |
| **Measurement Instrument 1** | **JOUR 325: Final feature story** | | | |
| **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 feature stories scored the minimum or above the minimum, 70 percent. * The average score for the 10 feature stories assessed was 83.8. * The high score for the feature story was 90. * The low score for the feature story was 72. | |
| **Methods** | The JOUR 325 feature story 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  The feature story 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**: Students’ scores were solid on this assignment, and students were enthusiastic about it. Similiarly to the personal essay, they wrote a first draft of a feature story and then revised it based on feedback from myself and their peers. In the weeks leading up to the assignment, they read stories that were similar to what they were trying to accomplish and we talked about reporting and structure at length.  **Conclusions**: Because students become so familiar with each others’ work, the process of revision becomes collaborative—they ask each other for advice and they come to office hours to workshop. We also had great guest speakers—Kiese Laymon and Rainesford Stauffer—who were generous with their time and wisdom, and seemed to inspire the students.  **Plans for Next Assessment Cycle**: The final feature story for JOUR 325 is a valuable assessment instrument. It is the students’ first true attempt at longform journalism, and it’s our faculty’s first opportunity to guide them through more demanding projects. I was very pleased with the feedback from this class via the SITEs; it seems to have been a hit, despite my tough standards. Next semester’s cohort is quite a bit bigger, so I’m thinking through how to structure the workshops in a reasonable way, and I’m trying to be more intentional about planning out the calendar. This semester, we did spend a lot of time on prose, and next semester, I think more time should be devoted to working through reporting earlier on in the process. | | | | |

**Assessment Rubric**

**Learning Outcome 1: Demonstrate the ability to think critically, creatively, and independently.**

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| **Distinguished (5):** Demonstrates the ability to think critically, creatively, and independently in the context of longform storytelling, resulting in exceptional reporting and writing. | **Proficient (4):** Demonstrates the ability to think critically, creatively, and independently in the context of longform storytelling. | **Average (3):** Competently demonstrates the ability to think critically, creatively, and independently in the context of longform storytelling. Clear opportunities for a more developed skillset. | **Developing (2):**  Demonstrates a basic ability to think critically, creatively, and independently in the context of longform storytelling; may lack depth or overlook key reporting opportunties. | **Unsatisfactory (1):** Limited ability to think critically, creatively, and independently in the context of longform storytelling. |

**Learning Outcome 2: Demonstrate the ability to produce human-interest journalism.**

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| **Distinguished (5):** Demonstrates the ability to produce human-interest journalism, following industry best practices with exceptional clarity. Demonstrates in-depth writing and reporting skills. | **Proficient (4):** Demonstrates the ability to produce human-interest journalism, following industry best practices with insight. | **Average (3):** Competently demonstrates the ability to produce human-interest journalism following industry best practices. Some improvement could be made. | **Developing (2):**.  Basic ability to produce human-interest journalism following industry best pratices; may lack depth or overlook key elements in writing and reporting. | **Unsatisfactory (1):** Limited ability to produce human-interest journalism following industry best practices. |

**Learning Outcome 3: Demonstrate the ability to produce public-interest journalism.**

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| **Distinguished (5):** Demonstrates the ability to produce public-interest journalism with exceptional clarity. Demonstrates in-depth writing and reporting skills. | **Proficient (4):** Demonstrates the ability to to produce public-interest journalism with insight. | **Average (3):** Competently demonstrates the ability to produce public-interest journalism; some improvement could be made.  Offers clarity, but additional reporting could enhance storytelling. | **Developing (2):**.  Basic ability to produce human-interest journalism; may lack depth or overlook key elements in writing and reporting. | **Unsatisfactory (1):** Limited ability to produce human-interest journalism. |



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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 |  |