

**University of Arizona  
School of Journalism**

**Assessment Plan**

**Approved Oct. 24, 2025  
Updated April 30, 2026**

## **University of Arizona School of Journalism - Our history**

The University of Arizona School of Journalism, currently housed in the College of Social and Behavioral Sciences (SBS), was established in 1951 as the Department of Journalism. Since 1964, the School has been accredited by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). In the 1970s, the program grew to include a professional master's degree. In this era, the School introduced community news reporting initiatives and student-run publications, such as *The Tombstone Epitaph* and *El Independiente*. Despite a temporary closure attempt in the mid-1990s, the program significantly expanded its faculty capacity, curricular breadth and research output. It achieved school status in 2008. Its faculty expanded to include both award-winning news professionals and active researchers. Today, the School offers a B.A. in Journalism (JOUR), as well as an online B.A. in Studies of Global Media (GLO, launched in 2021) and master's degrees in journalism, bilingual journalism (BJP) and GLO. Across all degree programs, the School's curriculum combines professional training with a strong liberal arts foundation. Students gain hands-on experience through courses, field reporting and student-run publications (such as *Arizona Sonoran News*), while also engaging with digital tools and global perspectives. Across more than seven decades of history, the School continues to advance innovation in digital media, interdisciplinary collaboration and global engagement, while maintaining its mission of preparing students for professional success in an evolving media environment.

Reflecting our upcoming 75th anniversary in 2026, our faculty and staff are developing a new strategic plan. The unifying theme for the strategic plan is "A Diamond in the Desert," signifying the School's reputation as a jewel located in Southern Arizona. As part of these efforts, we are revisiting the School's programmatic strengths, including a revised curriculum that reflects the new directions of our industry. Connected to these efforts, we believe that navigating the programmatic assessment process for our School's five degree programs has helped us identify the specific touchpoints where we need to place strategic investment and faculty energy. The following document provides a roadmap of our revitalized assessment efforts, which will help us track how our students are performing across their academic careers.

## **Purpose and philosophy of assessment**

The core focus of assessment rests in ensuring students are effectively prepared with the credentials they need to succeed post-graduation. In the context of journalism education, Bugeja (2023) defines that the assessment process helps faculty and administrators "ascertain whether courses deliver content as described in the catalog, affirm departmental mission, meet compliance standards, and uphold university expectations" (p. 5). Assessment instills accountability -- making sure that faculty are responsive to industry needs (Christ, 2009). In the mid-2020s, the media ecosystem has experienced and continues to experience dramatic changes both in technological and societal demands (Mensing, 2010; Alsaleh, 2024). In journalism education, the curriculum must constantly evolve to keep up with these challenges (Goldman et al., 2012; Sevenrijnen & de Haan, 2024).

Assessment also adds transparency to a program's curriculum. This value is particularly vital for journalism education. Pillar Four of the Society of Professional Journalists (SPJ) Code of Ethics

states that journalists should be accountable and transparent, “taking responsibility for one's work and explaining one’s decisions to the public” (SPJ, n.d.). Curricular transparency in higher education, more generally speaking, is important because it can empower students, increasing their level of success (Farrukh, 2023). Ideally, an assessment plan should showcase not only the data itself, but also 1) the thoughtful process by which the data were collected, 2) the custodians of that data and 3) how the data insights were infused back to inform subsequent rounds of curricular change (Bugeja, 2023). The UA School of Journalism’s assessment process also aligns with shared governance: the transparent process by which faculty, administration, governing boards, students and staff participate in the development of policies and in decision-making that affects the School. The UA School of Journalism is working toward a culture of continuous improvement of our teaching, research and service. Curricular transparency will aid this process by sharing the efforts, successes and acknowledgement of the necessity for progress in teaching and learning at the School. In accordance with ACEJMC best practices, we will publicly post this assessment plan document, once ratified by our faculty, on our School’s website for public viewing.

### **Assessment reporting practices at the University of Arizona**

*External evaluation.* Every six years, the University of Arizona’s undergraduate assessment practices are evaluated by our programmatic accreditor, the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). Assessment of learning outcomes is one of ACEJMC’s standards against which the School is reviewed. As part of the ACEJMC review process, faculty and staff first complete a comprehensive self-study document, which includes outlining the unit’s assessment practices. After initial review of this document, ACEJMC accreditors then make a multi-day site visit to evaluate the School against the standards. In Spring 2025, ACEJMC accreditors visited the School as part of its regular review cycle, and found the unit in non-compliance around two standards: Standard 1: Mission, Governance and Administration and Standard 3: Assessment of Learning Outcomes. In a pair of meetings in late Spring 2025, the ACEJMC Committee and Council respectively reviewed and concurred with the site team’s review, placing the unit in provisional accreditation status. The unit has a two-year period by which to address the recommendations contained in the site team report, which outline the deficiencies indicated in the two standards. Receiving a non-compliance recommendation from ACEJMC is quite common; a 2022 study indicated that the assessment standard is generally at the center “for half of all non-compliances” (Bajkiewicz & Nash, 2022, p. 25).

Historically, the School has only selected its undergraduate Journalism (JOUR) degree for accreditation. Assessment practices for all other programs in the School are reviewed as part of the Arizona Board of Regents (ABOR) Academic Program Review Process, which follows a seven-year cycle. In parallel to the ACEJMC visit in Spring 2025, a separate set of external reviewers evaluated the School’s other undergraduate and graduate degree offerings.

*Internal evaluation.* Since 2011, the University of Arizona has separately required programmatic-level annual assessment reporting for all degree programs -- both at the undergraduate and graduate levels. As part of this oversight, units must present annual documentation about their assessment plans to the University Center for Assessment, Teaching

and Technology (UCATT), which is reviewed by experts trained in institutional accreditation. Institutionally, only 78% of university units supplied annual assessment plans in prior cycles. To address this deficiency, the University began an “assessment hold” practice in April 2025. Units found to be out of compliance with the University’s assessment reporting standards will not be able to submit curricular modifications or new course/degree proposals until the unit’s assessment practices are brought back into alignment.

### **Assessment methodology**

*External evaluation.* The unit last adopted a written assessment plan in 2011, which was slightly revised in 2016. As part of its routine ACEJMC accreditation cycle review in January 2025, site team accreditors found the unit out of compliance on Standard 3: Assessment of Learning Outcomes. The ACEJMC report found no evidence that “further revision on that plan had been undertaken since 2016” (ACEJMC self study, p. 20). The School’s self-study cited that faculty retention issues, compounded by the COVID-19 pandemic, were core reasons why assessment activities were not maintained.

Academic programs’ assessment practices are also reviewed every seven years in conjunction with the Arizona Board of Regents Academic Program Review (APR). In April 2025, the School received additional feedback from UCATT as part of the APR process. Review of the bachelor’s programs noted that while “learning outcomes are clear and measurable,” with clear “action plans at the outcome level,” the School’s assessment functions needed “stronger alignment between outcomes and assessment measures.” Reviewers noted that direct and indirect measures were not consistently present for every learning outcome. Furthermore, the specific instruments needed for these direct/indirect measures and the data collected from them were either missing or did not align with the learning outcomes provided. The reviewers’ recommended that School faculty clearly articulate “direct and indirect measures for each outcome, along with assessment tools that clearly align with the specific skills, behaviors, or knowledge each outcome describes” (UCATT, April 2025 memo).

*Internal evaluation.* In reviewing the School’s internal assessment document from AY23-24, UCATT reviewers noted in February 2025 that the School had not “consistently submitted” its programs for review and had not “demonstrated any changes based on the UCATT assessment team’s annual feedback” (UCATT, February memo, 2025).

To address these issues, the School created a new assessment plan in Fall 2025. In developing this new assessment plan, the Director and Associate Director first met with UCATT representatives in Summer 2025. The Director also met with SBS leadership and the Dean’s Office fellow for assessment in Fall 2025, as well as consulted with the School’s previous four directors for institutional memory related to assessment practices in the School. In September 2025, a new assessment committee was formed with three senior faculty representatives, each with significant institutional knowledge around the process. Assessment committee agendas and minutes are available for ACEJMC site team review, as well as agendas and minutes from full faculty/staff meetings, in which assessment was discussed. To provide an industry lens on the goals contained in this assessment plan, a draft was presented to the School’s Journalism Advisory Council, a 19-member oversight body populated by industry professionals

and alumni. Finally, this written assessment plan, in its entirety, was brought to the full faculty and staff at its October 6, 2025 meeting for review and feedback. The faculty formally voted on the plan at its October 24, 2025. The plan received unanimous support from all eligible faculty (7-0). Effective April 2026, the School was brought back into full and “complete compliance” with the University's assessment standards.

We will revisit this plan’s language annually, making sure that our operating practices comport with the written plan. Our first re-evaluation of the plan occurred on April 30, 2026, in which minor modifications to the plan received unanimous support from all voting-eligible faculty (7-0).

### **Mission statement**

The foundation of any assessment plan rests in the unit-level mission statement, which helps to orient the strategies and tactics employed in reporting and tracking learning outcomes (Christ, 2009). As Stemler et al. (2011) write: “school mission statements are a valuable source of data that can be quantified for educational researchers and administrators interested in reflecting on school purpose, comparing schools with regard to their core mission, and monitoring changes in school purpose over time” (p. 384). Ideally, a mission statement -- in the context of journalism education -- should position and differentiate a journalism school, so that programmatic uniqueness is emphasized (Christ, 2009).

Our accrediting body, ACEJMC, mandates that schools develop and adopt a mission statement at the unit-level. Beginning in late Summer 2025, our School’s mission statement was created in shared governance with our faculty and staff. At our School’s retreat in August 2025, all faculty and staff members in attendance were asked to highlight a single word or phrase that described and differentiated our School. In developing the mission statement, faculty and staff kept in mind the rapidly-developing nature of the journalism field. As a result, the mission statement takes into account the ever-evolving industry and the future career trajectories that our graduates may take. The Director then took these words and crafted three, initial mission statements, incorporating the key terms derived from the faculty exercise. The draft statements were circulated to faculty, who refined the focus of each statement. In addition, the mission statement was refined by the School’s Long-Range Planning Committee, which included local news industry leaders. The Director then circulated a Qualtrics survey, in which faculty and staff voted upon the mission statement to adopt. The mission statement received majority support from our faculty.

Adopted in Fall 2025, our School’s mission statement is:

The University of Arizona School of Journalism is committed to digital-first storytelling using innovative technologies unscored by bedrock journalistic ethics. The School trains our students to create content that accurately reflects the community, culture and commerce of Southern Arizona, as well as develops scholarship that helps our region better understand itself.

Flowing from this mission statement, our School has a set of three primary goals in educating our students:

- Goal #1: Training students in the digital-first storytelling approaches and technologies that they will encounter on-the-job;
- Goal #2: Providing students foundational ethical and legal principles to guide their work;
- Goal #3: Connecting students to the communities that they serve.

While this mission statement connecting these goals was adopted as the overarching framework for the School's success, it should be noted that internal assessment requirements at UA mandate that we create a separate mission statement for each academic program under review. Therefore, please note that we have modified the mission statement accordingly to apply to encompass all of the School's academic offerings. Findings from the UCATT process are indicated in each degree program described below.

## **UNDERGRADUATE PROGRAM (JOUR) ASSESSMENT**

Our School's primary undergraduate degree in journalism emphasizes and uses the core principles of journalism to teach students how to craft stories across platforms. Students are not only taught important theories related to news production and consumption, but also trained in the practice of journalism such as information gathering, interviewing techniques, content analysis and ethical reporting practices. Our program encourages interdisciplinary learning and student agency in selecting electives that are tailored to their interests and career goals. This interdisciplinary approach is evident in the program requirement of students pursuing a second major or minor in a specialized area. Our program seeks to empower students to become skilled and ethical storytellers who will become catalysts for positive change.

### **Undergraduate JOUR mission statement**

The University of Arizona School of Journalism is committed to digital-first storytelling using innovative technologies underscored by bedrock journalistic ethics. The School trains our students to create content that accurately reflects the community, culture and commerce of Southern Arizona, as well as develops scholarship that helps our region better understand itself.

To meet the goals within our undergraduate journalism mission statement, our assessment process began with a three-member assessment committee, who designed the initial plan. The plan was then presented to our entire faculty for review and vote. The plan received unanimous support from all eligible faculty (7-0). We will review the assessment plan's process at each faculty meeting in the next year, with a formal review of our assessment activities occurring near the end of the spring semester. Feedback from the assessment review will be culminated and presented at the fall faculty retreat each year.

## **Undergraduate JOUR curriculum map and learning outcomes**

Framed at the program level, learning objectives should be observable and measurable -- clearly outlining what students will learn (Brown et al., 2012). ACEJMC, our programmatic accreditor, identifies a set of professional values and competencies that all students should obtain through degree progression.

As of October 2025, the ACEJMC values and competencies include:

1. apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
2. demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
3. demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
4. present images and information effectively and creatively, using appropriate tools and technologies;
5. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and service to all people and communities;
7. apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
8. effectively and correctly apply basic numerical and statistical concepts;
9. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. apply tools and technologies appropriate for the communications professions in which they work.

As part of Standard 3 in the ACEJMC accreditation process, units must demonstrate how these values and competencies are embedded into the curriculum across a student's career. Units are recommended to map their learning outcomes directly onto the values and competencies, so that accreditors can trace how they surface across the degree. We first worked with faculty in Fall 2025 to identify how ACEJMC values and competencies have historically surfaced in each SoJ course -- verifying that this listing of values and competencies was present in all course syllabi.

In Fall 2025, we first created a syllabi template, so that faculty knew what specific language was needed included in these documents. We began our process by capturing the syllabi for all required courses.

Moving forward, each semester our administrative associate will catalog syllabi, checking to ensure that ACEJMC values and competencies are listed for each course. The Assessment Committee will then review these syllabi to identify how the experiences that students encounter in gateway courses build upon the experiences that students encounter in upper division courses, as well as culminating capstone experiences, where students present mastery of their knowledge. Based upon the first iteration of this process, a draft course map, constructed by Assessment Committee members, was presented to our faculty/staff at our November 2025 faculty meeting for initial feedback.

In alignment with ACEJMC best practices, our JOUR assessment plan is built upon a set of required courses that all students must complete (Brown et al., 2012). Upon construction of this plan, the following courses are required for the undergraduate Journalism degree (known as the “Journalism Core”):

- *JOUR 105: Principles of Journalism*
- *JOUR 203: Photojournalism*
- *JOUR 205: Reporting the News*
- *JOUR 313: Reporting Public Affairs*
- *JOUR 318: Media Law and Ethics*
- *JOUR 406: Advanced Reporting*
- *JOUR 407: Principles of Multimedia*
- *Capstone Options, as of Fall 2025 (students must complete one of the following four options):*
  - *JOUR 393: Internship*
  - *JOUR 405: Media Apprenticeship*
  - *JOUR 490C: Arizona Cat’s Eye*
  - *JOUR 490F: Arizona Sonoran News*
    - Note: Our faculty voted in Spring 2026 to require JOUR 490F: Arizona Sonoran News as the single capstone experience for all students, effective with the Spring 2027 academic course catalog. In this manner, we will be able to track student learning directly to this culminating course, allowing for enhanced programmatic assessment.

In Spring 2026, Journalism Core faculty further refined the draft course map for our undergraduate program as a team, adjusting how the values and competencies build in progression across our degree program. The curriculum map below was shared with faculty in draft form during Fall 2025 and finalized in January 2026. (Note: When our assessment plan was initially voted upon in October 2025, the curriculum map was still in-progress. We have since updated this document with the final course map, as implemented in Spring 2026).

Course	ACEJMC 1	ACEJMC 2	ACEJMC 3	ACEJMC 4	ACEJMC 5	ACEJMC 6	ACEJMC 7	ACEJMC 8	ACEJMC 9	ACEJMC 10
JOUR 105	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced	Introduced
JOUR 203			Reinforced	Reinforced						Reinforced
JOUR 205	Reinforced	Reinforced			Reinforced			Reinforced	Reinforced	
JOUR 406			Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced
JOUR 407			Mastered	Mastered		Mastered	Mastered			Mastered
JOUR 313	Reinforced	Reinforced			Mastered			Mastered	Mastered	
JOUR 318	Mastered	Mastered								
Capstone	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed	Assessed

Beyond ACEJMC programmatic requirements around assessment, we are also responsible for creating a separate set of learning outcomes for internal reporting practices associated with the UCATT accountability standards. We are required to submit internal assessment reports to UCATT annually by Oct. 31. In UCATT’s best practice manual, it is recommended that UA programs keep the list of learning outcomes manageable, defining three to five learning outcomes for a single academic program. For our undergraduate journalism program, we began with the learning outcomes that were previously used in the School’s assessment reports. We then used the ACEJMC values and competencies as our guide to revise and create four learning outcomes that reflect our school’s strategic plan as well the ACEJMC values and competencies. As a result, we have identified a set of learning outcomes for university-level reporting requirements that are present across our undergraduate journalism degree, where we can clearly map to the ACEJMC values and competencies:

- **UCATT LEARNING OUTCOME #1:** Demonstrate awareness of the legal and ethical roles of the press in American democracy, including the historical and contemporary relationship among the press, the public and the government, and the relevance of journalism to individuals, institutions and our multicultural society (ACEJMC Values and Competencies #1, #2)
- **UCATT LEARNING OUTCOME #2:** Write correctly and clearly (including producing compelling audio and visual storytelling) incorporating basic numerical and statistical concepts, where appropriate, while possessing the ability to critically evaluate their own work and that of others for accuracy, fairness, appropriate style and grammatical correctness. (ACEJMC Values and Competencies #5, #8, #9)

- **UCATT LEARNING OUTCOME 3:** Be able to think critically, creatively and ethically about the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present. (ACEJMC Values and Competencies #6, #7)
- **UCATT LEARNING OUTCOME 4:** Understand the evolving relationship among journalism, technology and society, and apply technological developments to effectively cover news communities (ACEJMC Values and Competencies #3, #4, #10)

### Unifying internal and external reporting practices

Beginning in Spring 2026, we require that all instructors clearly list the UCATT learning outcomes, as well as the set of ACEJMC values and competencies present in each course on the syllabi. Each semester, the Assessment Committee will conduct an audit of all syllabi to verify faculty compliance. Syllabi will be due to our Administrative Associate at the end of the first week of classes. The Assessment Committee will then check each syllabi for compliance. Committee members will then reach out to respective faculty with recommended edits. Faculty are then required to submit revised syllabi by the third week of classes.

The chart below, constructed in collaboration with the College’s fellow for assessment Eleni Hasaki in January 2026, illustrates how our ACEJMC values and competencies, UCATT learning outcomes and direct/indirect measures (described in the next section) are synthesized in our unified assessment approach, which meets both internal (UCATT) and external (ACEJMC) standards for assessment. While institutional guidelines stipulate that learning outcomes be measured at least every two years, not every learning outcome has to be measured annually. It should be noted that ACEJMC does not require specific benchmarks for meeting each learning outcome; rather, it is the autonomy of the unit to set these benchmarks internally (Brown et al., 2012).

UCATT Learning Outcomes and ACEJMC Professional Values and Competencies	Assessment Stage	Courses	Direct Measures	Indirect Measures
<b>UCATT Learning Outcome 1   ACEJMC #1, #2</b> Demonstrate awareness of the legal and ethical roles of the press in American Democracy, including the historical and contemporary relationships among the press, the public and the government, and the relevance of journalism to individuals, institutions and our multicultural society <i>ACEJMC #1: Apply the principles and laws of freedom of speech and press in a global context, and for the country in which the institutions that invites ACEJMC is located</i> <i>ACEJMC #2: Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.</i>	Introduced	JOUR 105	Pre-test (Fall and Spring)	Senior exit surveys (Spring) Alumni survey (Spring) Student Awards (Spring) Student Focus Groups (Fall)
	Reinforced	JOUR 205 and 313	Writing Test and Embedded assignment (Fall and Spring)	
	Mastered	JOUR 318	Embedded assignment (Spring)	
	Assessed	JOUR 490F	Post-test (Fall and Spring) Portfolio (Fall and Spring)	

<p><b>UCATT Learning Outcome 2   ACEJMC #5, #8, #9</b>  Write correctly and clearly (including producing compelling audio and visual storytelling) incorporating basic numerical and statistical concepts, where appropriate, while possessing the ability to critically evaluate their own work and that of others for accuracy, fairness, appropriate style and grammatical correctness  <i>ACEJMC #5: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve</i>  <i>ACEJMC #8: Effectively and correctly apply basic numerical and statistical concepts</i>  <i>ACEJMC #9: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness</i></p>	Introduced	JOUR 105	Pre-test (Fall and Spring)	Senior exit surveys (Spring) Alumni survey (Spring) Student Awards (Spring) Student Focus Groups (Fall)
	Reinforced	JOUR 205 and 406	Writing Test and Embedded assignment (Fall and Spring)	
	Mastered	JOUR 313	Embedded assignment (Spring)	
	Assessed	JOUR 490F	Post-test (Fall and Spring) Portfolio (Fall and Spring)	
<p><b>UCATT Learning Outcome 3   ACEJMC #6, #7</b>  Be able to think critically, creatively and ethically about the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present  <i>ACEJMC #6: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and service to all people and communities</i>  <i>ACEJMC #7: Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work</i></p>	Introduced	JOUR 105	Pre-test (Fall and Spring)	Senior exit surveys (Spring) Alumni survey (Spring) Student Awards (Spring) Student Focus Groups (Fall)
	Reinforced	JOUR 406	Embedded assignment (Spring)	
	Mastered	JOUR 407	Portfolio (Fall and Spring)	
	Assessed	JOUR 490F	Post-test (Fall and Spring) Portfolio (Fall and Spring)	
<p><b>UCATT Learning Outcome 4   ACEJMC #3, #4, #10</b>  Understand the evolving relationship among journalism, technology and society, and apply the latest technological developments to effectively cover news communities  <i>ACEJMC #3: Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts.</i>  <i>ACEJMC #4: Present images and information effectively and creatively, using appropriate tools and technologies.</i>  <i>ACEJMC #10: Apply tools and technologies appropriate for the communications profession in which they work.</i></p>	Introduced	JOUR 105	Pre-test (Fall and Spring)	Senior exit surveys (Spring) Alumni survey (Spring) Student Awards (Spring) Student Focus Groups (Fall)
	Reinforced	JOUR 203 and 406	Portfolio (Fall) Embedded assignment (Spring)	
	Mastered	JOUR 407	Portfolio (Fall)	
	Assessed	JOUR 490F	Post-test (Fall and Spring) Portfolio (Fall and Spring)	

### Undergraduate JOUR direct and indirect measures

According to the UCATT best practices manual, each outcome should have one direct and one indirect measure. Direct measures “require students to demonstrate their learning. These measures examine actual student work to determine whether students demonstrate the knowledge, values, and competencies required to achieve program goals” (Bugeja, 2023, p. 6). Indirect measures, on the other hand, “capture perceptions, attitudes, and outcomes of the learning experience” (Bugeja, 2023, p. 6). According to Watermark -- an information management platform used at UA for assessment data collection -- “direct measures provide hard

evidence of student learning while indirect measures examine students' feelings about the material they studied and thus are useful in that they explain students' attitudes toward the knowledge and skills they encountered in a class" (Watermark Insights, n.d.). Combining direct and indirect measures can help reveal a rich portrait of a student's learning, incorporating multiple sources of data and measurements of student success (Luce & Kirnan, 2016). ACEJMC stipulates that Standard 3 reporting encompasses at least two direct and two indirect measures (Brown et al., 2012).

From these insights, the assessment process began with benchmarking to understand the specific direct and indirect measures used in assessment plans for similarly-situated peer institutions. The list of peer institutions was drawn from selected peer, land grant institutions with ACEJMC-accredited journalism programs, who also offered a standalone journalism undergraduate major. ACEJMC-accredited journalism programs who did not meet these criteria were excluded from analysis. The process started with the School's program coordinator collecting public-facing assessment plans from the selected units. The next step revolved around studying the plans to identify the specific measures used in the plans. A summary of the benchmark process is available below:

Measure	SDSU	CSU	WVU	UN-R	ISU	Auburn
Pre/post-test exam (D)				X		
Course evals (I)		X			X	
Internship self-evals (I)	X				X	
Senior exit surveys (I)	X	X	X	X	X	X
Recent-grads surveys (I)		X	X		X	
Student awards/honors (I)		X		X	X	
Academic stats (I)		X		X	X	
Job placement (I)		X		X	X	
Admission into grad school (I)						
Capstone projects (D)	X					X
Portfolios (D)		X	X		X	
Internship supervisor evals (I)	X	X		X	X	X
Industry feedback (I)	X	X		X	X	
Alumni feedback (I)		X			X	X
Professional advisory council feedback (I)		X			X	
Testing/grading (D)						
Curriculum committee review (I)					X	

*Abbreviations: SDSU = South Dakota State; CSU = Colorado State; WVU = West Virginia University; UN-R = University of Nevada Reno; ISU = Iowa State University; Auburn = Auburn University*

*(D) = Direct measure*

*(I) = Indirect measure*

After identifying best practices in assessment from peer institutions, our Assessment Committee returned to the 2011 written assessment plan to see how the School's direct and indirect measures could be updated.

## **Direct measures**

### **Direct Measure #1: Pre-and-post test**

(Note: When constructing the initial assessment plan in October 2025, our current faculty had assigned this activity to the second and penultimate classes in the major. We learned in January 2026 from emeritus faculty that this instrument was previously administered to students in their first and last classes, respectively. After receiving this information, our current faculty agreed in January 2026 with the former sequencing. Our assessment plan was updated in April 2026 to align with this operating practice). The instrument was redesigned in early Spring 2026 to assess all ACEJMC competencies.

- How will results be obtained: Both courses are required courses for all majors. We will administer a multiple choice test in both classes.
- Who will collect: We will plan to embed the exam into D2L, our student learning management system, so that it is automatically graded. Instructors will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
- Number of students/student population: 20 students per course section.
- Target/Response rate: We anticipate 95% of enrolled students completing the pre-post test in each section.
- Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the pre-post test.

### **Direct Measure #2: Embedded writing test**

Prior to 2016, students formerly completed a three-part writing test, assigned in the first newswriting course (JOUR 205). (Note: While the writing test was not part of the School's original assessment plan, passed in October 2025, when the plan was revisited in January 2026 -- faculty felt strongly about bringing back this key direct measure back into our assessment battery. We piloted the writing test in Spring 2026. Based upon positive feedback, this activity has been added as a formal direct measure for the AY26-27 assessment cycle, occurring each semester. Our assessment plan was updated in April 2026 to align with our operating practice). In the first element of the exam, students are given a "reporter's notebook" list of facts, including some errors and erroneous information. Students must first fact-check the materials and then write a 500-word news brief, using correct AP style and grammar. In the second part of the test, students must identify any legal or ethical issues with the "reporter's notebook" case scenario. In the final portion of the test, students must identify follow-up and enterprise story ideas that extend the scenario.

- How will results be obtained: We will administer a writing test in all 205 sections.
- Who will collect: JOUR 205 instructor(s) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
- Number of students/student population: 20 students per course section.

- Target/Response rate: We anticipate 95% of enrolled students completing the writing test in each section.
- Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the writing test.

### **Direct Measure #3: Embedded assignments**

- JOUR 313 (Reporting Public Affairs): Students are asked to construct a comprehensive voter guide, which “could serve as a one-stop-shop for voters who want to understand what this race is about, who is running and what is at stake.”
  - How will results be obtained: JOUR 313 has been selected for this embedded assignment because it represents a midpoint in a student’s career in the degree program. By collecting data at this stage, we can help re-calibrate to see if our students are effectively performing, so that we can address any issues before students complete senior-level coursework.
  - Who will collect: JOUR 313 instructor(s) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
  - Number of students/student population: 20 students per section.
  - Target/Response rate: We anticipate 95% of enrolled students completing the embedded assignment.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.
- JOUR 318 (Media Law and Ethics): Synthesizing knowledge acquired across the class, students are assigned to complete a case briefing, in which students analyzed legal and ethical elements of the seminal defamation case, *New York Times v. Sullivan*.
  - How will results be obtained: JOUR 318 is a required course for all majors.
  - Who will collect: JOUR 318 instructor(s) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
  - Number of students/student population: 90 students per section.
  - Target/Response rate: We anticipate 95% of enrolled students completing the embedded assignment.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.
- JOUR 406 (Advanced Reporting): Applying the four key tenets from the Society of Professional Journalists’ Code of Ethics, students are asked to write a summative, reflective essay on the role of news media in society -- focusing upon how journalists should place political, economic, cultural and social events into appropriate context.

- How will results be obtained: JOUR 406 has been selected for this embedded assignment because it represents a midpoint in a student's career in the degree program. By collecting data at this stage, we can help re-calibrate to see if our students are effectively performing, so that we can address any issues before students complete senior-level coursework.
- Who will collect: JOUR 406 instructor(s) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
- Number of students/student population: 20 students per section.
- Target/Response rate: We anticipate 95% of enrolled students completing the embedded assignment.
- Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.

#### **Direct Measure #4: Portfolio**

As part of employer outreach conducted in connection to our internship career event, we learned that many of our students did not have resumes or digital portfolios, where they could showcase work completed across their degree program. Particularly for instructors in our visual and multimedia courses, a portfolio serves as a key credential for future employment. Given this feedback, our faculty uniformly agreed that we needed to implement a portfolio approach across the Journalism degree experience, so that students begin building their digital presence on day one. Beginning in Spring 2026, all SoJ students are required to have a portfolio, containing resume and contact info, as well as representative clips developed from each course.

- How will results be obtained: When this plan was initially constructed, all students completed one of three capstone experience, including JOUR 490F (Arizona Sonoran News), JOUR 490C (Cat's Eye Broadcast) or JOUR 393 (Internship). In Spring 2026, we approved for JOUR 490F to be our single capstone, required for all students.
- Who will collect: Capstone instructors will incorporate portfolios into their respective courses. The portfolios will also be evaluated by members of the School of Journalism's Advisory Council, a group of alumni and working professionals from the journalism industry. Industry engagement in the assessment process is required by ACEJMC. This will also provide an external lens, allowing more robust data collection on our assessment measures (Brown et al., 2019).
- Number of students/student population: 50-70 students per semester.
- Target/Response rate: We anticipate 95% of enrolled students completing the portfolio.
- Performance level for success in achieving the learning outcome: We would anticipate that students will score in the excellent or acceptable category.

## **Indirect measures**

### **Indirect Measure #1: Senior exit surveys (SBS, SoJ)**

We have two sources of exit survey data:

- SBS senior exit survey. Upon graduation from the College of Social and Behavioral Sciences, students are required to complete a College-level exit survey. Because it is compulsory, the response rate is high. We can break out Journalism majors from this larger dataset, which shows historic trend data about degree satisfaction, as well as employment data, where applicable.
- SoJ senior exit survey. While the SBS data is illustrative, it does not measure unit-level items associated with our UCATT learning outcomes or ACEJMC values and competencies. We will design and field a separate survey, which will ask students more directly about concepts learned during their time as a Journalism major, as well as more targeted questions relevant for our assessment practices.
  - How will results be obtained: We will construct a Qualtrics survey, which we will send out annually from the Journalism School's main account to Arizona student email addresses. We will also send reminders from the Qualtrics account. Data will be downloaded from Qualtrics and imported into SPSS for analysis.
  - Who will collect: Our outreach coordinator will maintain the survey.
  - Number of students/student population: 50-70 students per semester.
  - Target/Response rate: We anticipate 50% of graduating students completing the senior exit survey.
  - Performance level for success in achieving the learning outcome: N/A

### **Indirect Measure #2: Alumni survey**

(Note: This indirect measure was not formally listed in our assessment plan, since the listing of alumni members is separately required within the ACEJMC self-study template. Our assessment plan was updated in April 2026 for clarity).

- How will results be obtained: Our Outreach Coordinator will return to SBS senior exit survey data from prior years, in which students have shared their non-UA email addresses. We will construct a Qualtrics survey, which we will send out annually from the Journalism School's main account to Arizona student email addresses. We will also send reminders from the Qualtrics account. Data will be downloaded from Qualtrics and imported into SPSS for analysis.
- Who will collect: Our outreach coordinator will maintain the survey.
- Number of students/student population: 50-70 students per semester.
- Target/Response rate: We anticipate 15% of alumni completing the survey.
- Performance level for success in achieving the learning outcome: N/A

### **Indirect Measure #3: Student awards**

The School of Journalism staff and faculty actively work to compile information about notable accomplishments of students and alumni, which is shared both internally and externally via web postings and stories, newsletters and social media. This information is gathered through an online submission form, by regularly monitoring social media for postings and news related to students and alumni, and through direct communications between staff and faculty. The School's quarterly "eCursor" newsletter, shared with more than 3,000 alumni, contains summaries of alumni career milestones; information about awards won by students, alumni, faculty and staff; and links to recent journalistic and academic work by those groups. A monthly "Kudos" newsletter containing similar information is shared internally with staff, faculty, students, campus colleagues and the School's Advisory Council members. These mailings are archived and kept visible under the "News" section of the School's website.

- How will results be obtained: We compile student awards/honors in our monthly Kudos and eCursor publications. While most of the submissions are self-nominations from students, faculty also pass along student highlights.
- Who will collect: Our outreach coordinator compiles this list monthly. For assessment purposes, the outreach coordinator will compile an academic-year listing every November and April.
- Number of students/student population: Varies by year.
- Target/Response rate: N/A
- Performance level for success in achieving the learning outcome: N/A

#### **Indirect Measure #4: Student focus group**

To complement other forms of data collection, students are invited to give their observations and feedback on the quality of their SoJ experience, while also sharing ideas for the School's future. Students are also invited to offer improvements for the School's future. (Note: In April 2026, faculty discussed the School's assessment plan for potential revisions. The Director had piloted a focus group, focused on the School's strategic plan, in Spring 2026. Based upon positive student engagement, this activity has been added as a formal indirect measure for the AY26-27 assessment cycle, occurring each fall. Our assessment plan was updated in April 2026 to align with our operating practice).

- How will results be obtained: Minutes will be captured during the focus group.
- Who will collect: Our outreach coordinator will compile the minutes
- Number of students/student population: Varies by year.
- Target/Response rate: N/A
- Performance level for success in achieving the learning outcome: N/A

We have facilitated industry engagement in both the construction and implementation of this place. In developing our new assessment plan, the School's Director first engaged with leadership from our Journalism Advisory Council (JAC), the School's core external oversight body. A special meeting of the JAC was convened in October 2025 to discuss the School's assessment plans. JAC members expressed a willingness to be engaged in evaluating student

work, lending their industry expertise. JAC members, as well as industry alumni, are invited to review student portfolios and engage in evaluation of embedded assignments/writing tests, where applicable. For reviewers each semester, training sessions take place on Zoom, to prepare reviewers for the rubric, expectations and timetable for the reviews.

**Undergraduate JOUR data collection process**

Each semester, members of the Assessment Committee will partner with School faculty on the specific direct and indirect measures to be assessed, as well as the tools/instruments to be used for collection. Committee members will be assigned specific direct/indirect measures to supervise. Once these assignments are made, Committee members will work with faculty on the data collection timetable and deadlines for a given semester. Broadly speaking, all assessment data will need to be collected by November 1 and April 1, for fall and spring semesters respectively. Assessment Committee members work with faculty and staff to upload student data to Box, which serves as the School’s assessment repository. To guide our efforts, we have developed a timetable for data collection in each semester, which is illustrated below:

<b>Activities</b>	<b>Deadlines</b>	<b>Next Actions</b>
Revise tools and rubrics for Core courses	Week before classes begin	Assessment tools/rubrics reviewed in teams at (spring) mini-retreat
Update syllabi with UCATT learning outcomes and ACEJMC values/competencies	Friday of first week of classes	Syllabi are adapted with subsequent feedback from Assessment Committee
Revise tools/rubrics due to Assessment Committee	Friday of third week of classes	Assessment Committee review tools/rubrics; faculty adapt these documents with subsequent feedback from Assessment Committee
Complete syllabi revisions	Friday of third week of classes	Administrative Associate archives final syllabi
Deploy tools/rubrics in core courses	By October/March 15	Assessment Committee members send reminders, where needed, to ensure data collection is in progress
Obtain data for senior exit and alumni surveys	By April 1	Outreach Coordinator and Assessment Committee revise senior and alumni survey instruments
Submit portfolios/writing test data to Director for external reviewer distribution	By November 10/April 10	Assessment Committee reviews URLs

Send portfolios/writing tests to external reviewers	November 15/April 15	Director sends reminders to external reviewers
Send senior exit and alumni surveys	By April 25	Outreach Coordinator sends reminders, where needed
Host pilot student focus group	By May 1	Assessment Committee recommended adding as new indirect measure; faculty voted to approve in May 2026
Receive senior exit and alumni surveys	May 1	Outreach Coordinator analyzes results and shares with Assessment Committee
Review assessment plan annually as a faculty to ensure language aligns with operating practices	May 1	Update assessment plan published to SoJ website with notes on modifications and version control
Receive portfolios/writing tests from external reviewers	December 1/May 1	Assessment Committee members review data submissions; send reminders for late submissions, where needed
Share work-in-progress, year-end report with faculty	By May 15	Assessment Committee expands data analysis during summer
Share final year-end report with faculty	By August 1	Faculty asked to identify course modifications for Fall to be shared at retreat
Capture course modifications; identify and implement program modifications	By August 25	Faculty place course modifications in syllabi; cycle begins again

### **Undergraduate JOUR closing the loop**

Curriculum planning should be a continuous, cyclical process that needs to be fine-tuned. To this end, Assessment Committee members will work with faculty and staff to upload student data to Box, which will be used as the School's assessment repository. The Assessment Committee will review the semester's data as a team and identify key findings. These meetings will be conducted in mid-to-late November and mid-to-late April. The Assessment Committee will then share findings at the final faculty meeting of the semester (December and May, respectively). Faculty will be invited to provide their interpretations of the data and provide recommended practices to address any deficiencies. Separately, we will incorporate course improvements as part of the annual review process. When faculty upload their annual review materials, they will be asked to also submit examples of how they used assessment data to inform changes in their own

classrooms. We will then ask the Assessment Committee to compile and distribute these best practices, so that faculty can learn from one another. Finally, the Assessment Committee will provide an annual report of the number and type of course improvements made by faculty. This year-end data will be presented at the annual faculty retreat each August, alongside findings from UCATT's annual review of assessment data.

Based upon best practices acquired at the University's Assessment Conference in April 2026, we will be pioneering use of "Improvement Boxes" -- which will be required in fall syllabi. In this section of the syllabus, each instructor will share exactly how they have changed the class in response to assessment feedback. We believe this makes our commitment to continuous improvement visible and transparent. We also imagine that a wide variety of stakeholders -- particularly students -- will appreciate that their feedback has been integrated into course modifications.

Beginning in Spring 2027, we will also incorporate course improvements as part of the annual review process. Faculty will be required to submit the list of improvements identified from the fall retreat, alongside data and observations of how the strategy implementation proceeded. We will then ask the Assessment Committee to compile and distribute these best practices, so that faculty can learn from one another. Finally, beginning in Spring 2027, the Assessment Committee will provide in its annual report the number and type of course improvements made by faculty. This year-end data will be presented at the annual faculty retreat each August, alongside findings from UCATT's annual review of assessment data.

### **Action plan for addressing programmatic progress and deficiencies**

We also need to assess the effectiveness of our plan. Each year we will analyze data from our assessment activities, complemented by additional data sources below. We will synthesize data using the following measures:

- Measure #1: Undergraduate enrollment headcounts for the unit, college and university;
- Measure #2: Graduation rates, from the unit and university;
- Measure #3: Retention rates, from the unit and university;
- Measure #4: Student teaching evaluations;
- Measure #5: Internship evaluations (self-evaluations and supervisor evaluations);
- Measure #6: Job placement rates;
- Measure #7: New courses developed.

Each summer, the Director and Assessment Committee members will request, compile and analyze these data, in coordination with the School's program coordinator and the University's Analytics and Institutional Research Office (UAIR). For example, if student teaching evaluations in any of our courses fall below a satisfactory level, we will analyze whether or not our curricula is meeting student needs. Likewise, if our internship evaluations drop, we will then investigate whether we are meeting professional constituents' needs. At the faculty retreat each August, the Committee will report to the faculty about progress and deficiencies, while also posting required data from these measures to the School's accountability page. Based upon the data, the

Committee will also offer recommendations to the faculty at the programmatic level -- so that continuous improvement can be extend beyond class-level modifications.

## **UNDERGRADUATE PROGRAM (GLO) ASSESSMENT**

According to the University of Arizona course catalog:

“The Bachelor of Arts in Global Media Studies (GLO) is an interdisciplinary online degree that prepares students to gather, analyze, verify, authenticate, and communicate information in varying cultural, political, economic, technological, legal, and societal contexts in an effective, ethical and culturally aware way to communities in Arizona, the U.S., and around the world. The program draws on faculty from the School of Journalism who have worked on every continent in the world and who have research, outreach, teaching, and training experience with domestic and global media outlets and other transnational institutions. More than half of the faculty have worked in global settings and participate in the School's Center for Border and Global Journalism. The program will provide students with skills and tools to study media and to learn from example about how media utilize technology and other tools to communicate information about societal issues, challenges, and innovations with audio, video, images, and text in contexts in Arizona, the U.S., and countries around the world.”

Unlike our “traditional” undergraduate degree in Journalism, our GLO undergraduate degree focuses on all types of media, rather than largely journalism. As such, the degree is not externally accredited by ACEJMC, our accrediting body. The assessment process -- including learning outcomes -- do not need to align with ACEJMC’s values and competencies.

The School’s last written assessment report, dating to 2011, predated the undergraduate GLO major. In the major proposal to ABOR, an assessment strategy -- including learning outcomes -- were identified and later modified as was the program. Faculty in the GLO program constructed an updated assessment plan that was completed in June 2023. At this time, we should highlight that the GLO curriculum is under examination in Fall 2025, as part of the School’s new strategic plan. We look forward to iteratively updating this plan in future years, as we realign the curriculum within the GLO program itself.

### **Undergraduate GLO mission statement**

The Bachelor of Arts in Global Media Studies (GLO) is an interdisciplinary online degree that prepares students to work in practical and intercultural environments in Arizona, across the U.S. and around the world. The program will provide students with knowledge, professional skills and tools to engage and communicate with constituencies and publics related to media and communication fields across cultural, political, geographic, socio-economic, technological, and legal spectra. To meet the goals within our mission statement, our assessment process began with a three-member assessment committee, who designed the initial plan. The plan was then presented to our entire faculty for review and vote. We will review the assessment plan’s process at each faculty meeting in the next year, with a formal review of our assessment activities occurring near

the end of the spring semester. Feedback from the assessment review will be culminated and presented at the fall faculty retreat each year.

**Undergraduate GLO learning outcomes**

The following learning outcomes that were articulated in the initial ABOR program to establish GLO as an undergraduate major have been modified slightly to better fit the present program:

- **LEARNING OUTCOME #1:** Describe various types of media and functions that they may have in different types of political, societal, cultural and economic contexts, and demonstrate a knowledge of the ways the news media and other forms of media affect various publics.
- **LEARNING OUTCOME #2:** Evaluate conceptual frameworks related to the historical and contemporary societal factors that influence media, culture, and societies around the world, and demonstrate ability to develop alternative, more inclusive and equitable ways of media content, production, and/or reception and studies.
- **LEARNING OUTCOME #3:** Identify various contexts and behaviors (historical, political, economic, societal, cultural, etc.) for misinformation, disinformation, and propaganda, both online and offline, in different political and media environments and techniques or strategies to address these issues to detect, verify, authenticate and secure information as well as to study them.
- **LEARNING OUTCOME #4:** Explore the concepts of logic and mis/disinformation to contextualize and study contemporary issues in cases around the world. Also covered are the spread of online misinformation and disinformation, the growing issue of information security in open and closed media ecosystems, public receptiveness to correcting misinformation and disinformation, surveillance tactics targeting media and methods of countering the issue.

**Undergraduate GLO direct and indirect measures**

While institutional guidelines stipulate that learning outcomes be measured at least every two years, not every learning outcome has to be measured annually. Returning to the GLO major proposal, the following direct and indirect measures were identified as part of the assessment plan:

LO	Direct	Indirect
1: Describe various types of media and functions that they may have in different types of political, societal, cultural and economic contexts, and demonstrate a knowledge of the ways the news media and other forms of media affect	<ul style="list-style-type: none"> <li>● Embedded assignment in GLO 101</li> </ul>	<ul style="list-style-type: none"> <li>● Senior exit survey (Fall, Summer, Spring)</li> </ul>

various publics.		
2: Evaluate conceptual frameworks related to the historical and contemporary societal factors that influence media, culture, and societies around the world, and demonstrate ability to develop alternative, more inclusive and equitable ways of media content, production, and/or reception	<ul style="list-style-type: none"> <li>● Embedded assignment in GLO 301</li> </ul>	<ul style="list-style-type: none"> <li>● Senior exit survey (Fall, Summer, Spring)</li> </ul>
3: Identify various contexts and behaviors (historical, political, economic, societal, cultural, etc.) for misinformation, disinformation, and propaganda, both online and offline, in different political and media environments and techniques or strategies to address these issues to detect, verify, authenticate and secure information	<ul style="list-style-type: none"> <li>● Embedded assignment in GLO 460</li> </ul>	<ul style="list-style-type: none"> <li>● Senior exit survey (Fall, Summer, Spring)</li> </ul>
4: Explore the concept of disinformation and theories of propaganda to contextualize contemporary issues in cases around the world. Also covered are the spread of online misinformation and disinformation, the growing issue of information security in open and closed media ecosystems, public receptiveness to correcting misinformation and disinformation, surveillance tactics targeting media and methods of countering the issue.	<ul style="list-style-type: none"> <li>● Embedded assignment in GLO 460</li> </ul>	<ul style="list-style-type: none"> <li>● Senior exit survey (Fall, Summer, Spring)</li> </ul>

## **Undergraduate GLO measurements/data collection**

While institutional guidelines stipulate that learning outcomes be measured at least every two years, not every learning outcome has to be measured annually.

- Embedded assignment in GLO 101
  - How will results be obtained: GLO 101 is a required course for all majors. Students will complete a final essay and slide presentation.
  - Who will collect: Instructor(s) for GLO 101 (Studies of Global Media: Origins and Approaches) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
  - Number of students/student population: 40 students per semester.
  - Target/Response rate: We anticipate 95% of enrolled students completing the embedded assignment.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.
- Embedded assignment in GLO 301
  - How will results be obtained: GLO 301 is a required course for all majors. Students will complete a final course project.
  - Who will collect: Instructor(s) for GLO 301 (Media, Culture and Societies) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
  - Number of students/student population: 40 students per semester.
  - Target/Response rate: We anticipate 95% of enrolled students completing the embedded assignment.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.
- Embedded assignment in GLO 460
  - How will results be obtained: GLO 460 is a required course for all majors. Students will complete a final project, culminating their skills.
  - Who will collect: Instructor(s) for GLO 460 (Disinformation and Information Security in a Global Media Context) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
  - Number of students/student population: 40 students per semester.
  - Target/Response rate: We anticipate 95% of enrolled students completing the embedded assignment.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.
- Senior exit survey
  - How will results be obtained: Students required to also submit a senior exit survey when they are graduating in that semester.
  - Who will collect: GLO instructors will incorporate exit surveys into their respective courses.
  - Number of students/student population: 2-3 students per semester.
  - Target/Response rate: We anticipate 60% of graduating students completing the senior exit survey.

- Performance level for success in achieving the learning outcome: See rubric in assessment toolkit (3 = excellent, 2 = competent, 1 = needs work).

### **Undergraduate GLO curriculum map**

In the AY24-25 catalog, required courses for the degree (known as the “GLO Core”) encompass nine units, including:

- *GLO 101: Studies of Global Media: Origins and Approaches*  
From cave paintings to the printing press and transnational digital media, humans with their "awareness instinct" have always sought accurate information upon which to make sense of their world and base their decisions and actions. This survey course explores the foundations and contemporary role of types of professional and citizen media and their interaction with culture, societies, economics and politics. This course focuses on the processes journalists employ worldwide to gather, produce and disseminate information to various publics around the world. Through films, podcasts, lectures, and readings, students will come to understand the special position that news media hold in many societies and will learn to navigate the complex world of competing narratives, filter bubbles, disinformation campaigns and talking heads, to become critical and engaged consumers of information in a global media environment.
  - *or JOUR 105: Principles of Journalism*  
This survey course provides an overview of news journalism, its history, future and role in a democratic society. It will cover the basics of journalism values, principles, law, ethics, writing and reporting
- *GLO 301: Media, Culture and Societies*  
The course provides historical and contemporary perspectives on the concepts of power, globalization, networked societies, and diffusion of cultural values through various forms of media and how these factors influence news media reporting, digital ecosystems, discourse, and communities around the world. The course utilizes a number of frameworks, including models that examine the global flow of information, to study the impact of these phenomena on communities and societies. The political economy of exporting and importing cultural and news media values, and other media norms, and the concept of hybridity also will be studied in the context of social change. Micro and macro levels of analysis will examine gender, race/ethnicity, cultural identity and expression, language, geographical location, socio-economic, and generation-related factors that are considered in the process of gathering and producing news. Course content also will utilize concepts including national identity, social ordering, representation, place, and boundaries to analyze social and cultural issues related to news media reporting around the world.
- *GLO 460: Disinformation & Information Security in a Global Media Context*  
This course explores the history and concepts of disinformation and theories of propaganda to contextualize contemporary issues in cases around the world, where ways of obtaining information have become multifaceted and increasingly complex. The course will include analyzing the dynamics of the spread of online misinformation and disinformation and the growing issue of information security in open and closed media

ecosystems in democracies and autocracies. The course also examines environments in which disinformation and information insecurity thrive. Research examining public receptiveness to correcting misinformation and disinformation also will be studied along with various news media organizations, approaches to audience engagement and building awareness about these issues. State and nonstate surveillance tactics targeting journalists also will be studied. Various tools for verifying information in text, images, video, and audio will be utilized. Methods and processes for securing online information will be explored and applied.

As discussed above, we plan to revisit the GLO program’s undergraduate curriculum in the next two years. To initiate this process, the School must submit course modification paperwork, which is only accepted at two windows during the academic year. Once our strategic planning process is complete in Fall 2025, we will work to submit course modifications for this new curricular structure in Spring 2026. For now, the undergraduate GLO curriculum map focuses upon our existing core curriculum.

After identifying the learning outcomes and indirect/direct measures, our team worked to identify where these activities are present across our curriculum. According to the course map submitted with the last internal assessment report for the GLO undergraduate degree, the following learning outcomes are present across the curriculum:

<u>Course</u>	<u>Learning Outcome #1</u>	<u>Learning Outcome #2</u>	<u>Learning Outcome #3</u>	<u>Learning Outcome #4</u>	<u>Learning Outcome #5</u>
<u>GLO 101</u>	Introduced		Introduced	Introduced	Introduced
<u>GLO 301</u>	Practiced	Introduced		Practiced	Practiced
<u>GLO 460</u>		Practiced	Practiced		Practiced

**Undergraduate GLO data collection process**

Each semester, members of the Assessment Committee will partner with School faculty on the specific direct and indirect measures to be assessed, as well as the tools/instruments to be used for collection. Committee members will be assigned specific direct/indirect measures to supervise. This process will be especially important, given that the vast majority of GLO instructors are adjunct faculty, with limited service commitments to the School. Once these assignments are made, Committee members will work with faculty on the data collection timetable and deadlines for a given semester. Broadly speaking, all assessment data will need to be collected by November 1 and April 1, for fall, spring and summer semesters respectively.

**Undergraduate GLO closing the loop**

The Assessment Committee members will work with other faculty and staff (particularly GLO adjuncts) to upload student data to Box, which will be used as the School’s assessment repository. The Assessment Committee will review the semester’s data as a team and identify

key findings. These meetings will be conducted in mid-to-late November and mid-to-late April. The Assessment Committee will then share findings at the final faculty meeting of the semester (December and May, respectively). Faculty will be invited to provide their interpretations of the data and provide recommended practices to address any deficiencies. Separately, we will incorporate course improvements as part of the annual review process. When faculty upload their annual review materials, they will be asked to also submit examples of how they used assessment data to inform changes in their own classrooms. We will then ask the Assessment Committee to compile and distribute these best practices, so that faculty can learn from one another. Finally, the Assessment Committee will provide an annual report of the number and type of course improvements made by faculty. This year-end data will be presented at the annual faculty retreat each August, alongside findings from UCATT's annual review of assessment data.

## **GRADUATE PROGRAM (JOUR) ASSESSMENT**

Graduate degrees at the School of Journalism not externally accredited by ACEJMC, our accrediting body. As such, the assessment process -- including learning outcomes -- do not need to align with ACEJMC's values and competencies. The School's last written assessment report, dating to 2011, does not encompass graduate assessment for this program. At this time, we should highlight that the JOUR graduate curriculum is under examination in Fall 2025, as part of the School's new strategic plan. We look forward to iteratively updating this plan in future years, as we realign the curriculum within the JOUR graduate program itself.

### **Graduate JOUR mission statement**

At the University of Arizona, an interest in journalism can take you as far as you can dream. The School's MA in Journalism is designed for students who have a journalism background as well as those who have no previous journalism experience. The School of Journalism offers master's degrees for students wishing to become working journalists in the United States or abroad--our professional option--as well as for those interested in studying the impact of the media on social, political, economic and cultural decisions and events around the world. We monitor student learning in this program through a variety of direct and indirect measures. To meet the goals within our mission statement, our assessment process began with a three-member assessment committee, who designed the initial plan. The plan was then presented to our entire faculty for review and vote. We will review the assessment plan's process at each faculty meeting in the next year, with a formal review of our assessment activities occurring near the end of the spring semester. Feedback from the assessment review will be culminated and presented at the fall faculty retreat each year.

### **Grad JOUR learning outcomes**

The following learning outcomes are part of the graduate JOUR degree:

- **LEARNING OUTCOME #1:** Analyze the role of journalism in democratic societies and global contexts and demonstrate advanced knowledge of journalism’s professional norms and social responsibilities to their communities and society at large.
- **LEARNING OUTCOME #2:**
  - *Professional-Track:* Report, write and edit news and feature stories across multiple platforms (print, digital, broadcast, multimedia) and demonstrate proficiency in investigative, data-driven, and narrative journalism techniques.
  - *Research-Track:* Demonstrate advanced research and writing skills suitable for journalistic context and conduct scholarly research using qualitative or quantitative methods.
- **LEARNING OUTCOME #3:** Critically analyze media systems and practices within diverse cultural, political and economic frameworks and critically examine their own work as well as that of others from credibility, quality and ethical integrity.
- **LEARNING OUTCOME #4:** Recognize a wide variety of perspectives in media coverage as well as adapt reporting techniques to engage in inclusive storytelling with cultural sensitivity.
- **LEARNING OUTCOME #5:** Demonstrate understanding of media law and journalistic ethics, including issues related to freedom of expression, libel, privacy and intellectual property.

**Graduate JOUR direct and indirect measures**

While institutional guidelines stipulate that learning outcomes be measured at least every two years, not every learning outcome has to be measured annually. Returning to the GLO major proposal, the following direct and indirect measures were identified as part of the assessment plan:

LO	Direct	Indirect
1: Analyze the role of journalism in democratic societies and global contexts and demonstrate advanced knowledge of journalism’s professional norms and social responsibilities to their communities and society at large.	<ul style="list-style-type: none"> <li>● Evaluation of graduate capstone projects/theses</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>
2: <i>Professional-Track:</i> Report, write and edit news and feature stories across multiple platforms (print, digital, broadcast, multimedia) and demonstrate proficiency in investigative,	<ul style="list-style-type: none"> <li>● Evaluation of graduate capstone projects/theses</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>

data-driven, and narrative journalism techniques. <i>Research-Track:</i> Demonstrate advanced research and writing skills suitable for journalistic context and conduct scholarly research using qualitative or quantitative methods.		
3: Critically analyze media systems and practices within diverse cultural, political and economic frameworks and critically examine their own work as well as that of others from credibility, quality and ethical integrity.	<ul style="list-style-type: none"> <li>● Evaluation of graduate capstone projects/theses</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>
4: Recognize a wide variety of perspectives in media coverage as well as adapt reporting techniques to engage in inclusive storytelling with cultural sensitivity.	<ul style="list-style-type: none"> <li>● Evaluation of graduate capstone projects/theses</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>
5: Demonstrate understanding of media law and journalistic ethics, including issues related to freedom of expression, libel, privacy and intellectual property.	<ul style="list-style-type: none"> <li>● Evaluation of graduate capstone projects/theses</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>

**Grad JOUR measurements/data collection**

While institutional guidelines stipulate that learning outcomes be measured at least every two years, not every learning outcome has to be measured annually.

- Evaluation of graduate capstone projects/theses
  - How will results be obtained: JOUR 909 (Professional Report) or JOUR 910 (Thesis) is a required course for all majors.
  - Who will collect: Capstone projects/theses will be assessed by the graduate committee using a rubric.
  - Number of students/student population: 25
  - Target/Response rate: We anticipate 100% of enrolled students completing the

- capstone project or thesis.
- Performance level for success in achieving the learning outcome: We would anticipate that students will score in the excellent or acceptable category.
- Exit survey
  - How will results be obtained: Students are required to also submit a senior exit survey when they are completing a capstone project/thesis in a given semester.
  - Who will collect: Capstone/thesis advisors will incorporate exit surveys into their respective course.
  - Number of students/student population: 25
  - Target/Response rate: We anticipate 60% of graduating students completing the senior exit survey.
  - Performance level for success in achieving the learning outcome: N/A

### **Grad JOUR curriculum map**

In the AY24-25 catalog, required courses for the degree encompass 12 units, including:

- *JOUR 508: Journalism Theory and Practice*  
This course introduces graduate students to the major theories related to the critical study of the media. Fieldwork may include publication of conclusions. Requirements include a major research paper.
- *JOUR 509: International and U.S. Media Law*  
Basic legal concepts for media in an international and U.S. context, including access to courts, public records and meetings; subpoenas and shield laws; prior restraint; libel; privacy; source confidentiality; intellectual property; obscenity; and broadcast regulations.
- *JOUR 589: Survey of Research Methods*  
Students will be exposed to qualitative and quantitative research methods, such as journalism backgrounding, media analysis, content analysis, and in-depth interviewing.
- *JOUR 909: Master's Report*  
Individual study or special project or formal report thereof submitted in lieu of thesis for certain master's degrees.
  - *or JOUR 910: Thesis*  
Research for the master's thesis (whether library research, laboratory or field observation or research, artistic creation, or thesis writing). Maximum total credit permitted varies with the major department.

As discussed above, we plan to revisit the JOUR program's graduate curriculum in the next two years. To initiate this process, the School must submit course modification paperwork, which is only accepted at two windows during the academic year. Once our strategic planning process is complete in Fall 2025, we will work to submit course modifications for this new curricular structure in Spring 2026. For now, the graduate JOUR curriculum map focuses upon our existing core curriculum.

After identifying the learning outcomes and indirect/direct measures, our team worked to identify where these activities are present across our curriculum. The following learning outcomes are present across the curriculum:

<u>Course</u>	<u>Learning Outcome #1</u>	<u>Learning Outcome #2</u>	<u>Learning Outcome #3</u>	<u>Learning Outcome #4</u>	<u>Learning Outcome #5</u>
<b><u>JOUR 508</u></b>	Practiced	Assessed	Practiced	Introduced	
<b><u>JOUR 509</u></b>	Practiced		Practiced		Assessed
<b><u>JOUR 589</u></b>	Introduced	Practiced	Introduced	Practiced	Introduced
<b><u>JOUR 909 or 910</u></b>	Assessed	Assessed	Assessed	Assessed	Practiced

### **Graduate JOUR data collection process**

Each semester, members of the Assessment Committee will partner with School faculty on the specific direct and indirect measures to be assessed, as well as the tools/instruments to be used for collection. Committee members will be assigned specific direct/indirect measures to supervise. Once these assignments are made, Committee members will work with faculty on the data collection timetable and deadlines for a given semester. Broadly speaking, all assessment data will need to be collected by November 1 and April 1, for fall and spring semesters respectively.

### **Graduate JOUR closing the loop**

The Assessment Committee members will work with faculty and staff to upload student data to Box, which will be used as the School’s assessment repository. The Assessment Committee will review the semester’s data as a team and identify key findings. These meetings will be conducted in mid-to-late November and mid-to-late April. The Assessment Committee will then share findings at the final faculty meeting of the semester (December and May, respectively). Faculty will be invited to provide their interpretations of the data and provide recommended practices to address any deficiencies. Separately, we will incorporate course improvements as part of the annual review process. When faculty upload their annual review materials, they will be asked to also submit examples of how they used assessment data to inform changes in their own classrooms. We will then ask the Assessment Committee to compile and distribute these best practices, so that faculty can learn from one another. Finally, the Assessment Committee will provide an annual report of the number and type of course improvements made by faculty. This year-end data will be presented at the annual faculty retreat each August, alongside findings from UCATT’s annual review of assessment data.

### **GRADUATE PROGRAM (GLO) ASSESSMENT**

According to the University of Arizona course catalog:

“The Master of Arts in Studies of Global Media is an interdisciplinary degree that prepares students to critically examine relationships among media, the public and policy makers, and evolving events and issues around the world. Courses examine the transformation of media systems in historical and contemporary contexts. Students build analytical skills coupled with conceptual knowledge of real-time and emerging issues, such as digital inequity, surveillance, censorship, disinformation and misinformation. Students will study with faculty who have conducted research and other work for news media or other organizations around the world. Graduates will be able to step into jobs in nonprofit organizations, think tanks, government, politics, intergovernmental agencies and other entities that require sophisticated writing, analytical, verbal and research skills. Graduates with journalism experience can work in newsrooms.”

Graduate degrees at the School of Journalism are not externally accredited by ACEJMC, our accrediting body. As such, the assessment process -- including learning outcomes -- do not need to align with ACEJMC’s values and competencies. The School’s last written assessment report, dating to 2011, does not encompass graduate assessment. Faculty in the GLO program constructed a separate assessment plan in Spring 2023. At this time, we should highlight that the GLO graduate curriculum is under examination in Fall 2025, as part of the School’s new strategic plan. We look forward to iteratively updating this plan in future years, as we realign the curriculum within the GLO graduate program itself.

### **Grad GLO mission statement**

The Master of Arts in Global Media Studies (GLO) is an interdisciplinary online advanced degree program that prepares students to work in interculturally and ideologically diverse environments around the world. The program provides students with conceptual understanding of complex global issues and research skills to study and address challenges of our times. The program also equips students with capacity to engage and communicate with global constituencies and publics. To meet the goals within our mission statement, our assessment process began with a three-member assessment committee, who designed the initial plan. The plan was then presented to our entire faculty for review and vote. We will review the assessment plan’s process at each faculty meeting in the next year, with a formal review of our assessment activities occurring near the end of the spring semester. Feedback from the assessment review will be culminated and presented at the fall faculty retreat each year.

### **Grad GLO learning outcomes**

The following learning outcomes were articulated in the initial ABOR program to establish GLO as an undergraduate major:

- **LEARNING OUTCOME #1:** Demonstrate knowledge of the complex social, legal, cultural, political, and economic contexts of freedom of expression, right to information, and other rights (such as freedom of movement, freedom to petition the government, freedom to assemble, and questions around the right to be forgotten, etc.), and evaluate

this variation and how it is expressed in countries around the world at governance, systems, organizational, and individual levels.

- **LEARNING OUTCOME #2:** Identify various contexts and behaviors (historical, political, economic, societal, cultural, etc.) for misinformation, disinformation, and propaganda, both online and offline, in different political and media environments as well as techniques or strategies to address these issues and to detect, verify, authenticate, and secure information.
- **LEARNING OUTCOME #3:** Present knowledge of overarching concept areas of the core program courses through reports, projects, papers, internships/experiential field activities/field research, or applied work to evaluate global norms related to representation, access, equity, accuracy, and cultural awareness in media practice.

**Grad GLO direct and indirect measures**

While institutional guidelines stipulate that learning outcomes be measured at least every two years, not every learning outcome has to be measured annually. Returning to the GLO major proposal, the following direct and indirect measures were identified as part of the assessment plan:

LO	Direct	Indirect
1: Demonstrate knowledge of the complex social, legal, cultural, political, and economic contexts of freedom of expression, right to information, and other rights (such as freedom of movement, freedom to petition the government, freedom to assemble, and questions around the right to be forgotten, etc.), and evaluate this variation and how it is expressed in countries around the world at governance, systems, organizational, and individual levels.	<ul style="list-style-type: none"> <li>● Embedded assignment in GLO GLO 540, GLO 580 or GLO 555*</li> <li>* Courses are interchangeably accepted for core curriculum credits</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>
2: Identify various contexts and behaviors (historical, political, economic, societal, cultural, etc.) for misinformation, disinformation, and	<ul style="list-style-type: none"> <li>● Embedded assignment in GLO GLO 560</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>

<p>propaganda, both online and offline, in different political and media environments as well as techniques or strategies to address these issues and to detect, verify, authenticate, and secure information.</p>		
<p>3: Present knowledge of overarching concept areas of the core program courses through reports, projects, papers, internships/experiential field activities/field research, or applied work to evaluate global norms related to representation, access, equity, accuracy, and cultural awareness in media practice.</p>	<ul style="list-style-type: none"> <li>● Embedded assignment in GLO 698</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>

### **Grad GLO measurements/data collection**

While institutional guidelines stipulate that learning outcomes be measured at least every two years, not every learning outcome has to be measured annually.

- Embedded assignment in GLO 560 (or GLO 565)
  - How will results be obtained: GLO 560 (or GLO 565) is a required course for all majors. Students will complete a final project, culminating their skills.
  - Who will collect: Instructor(s) for GLO 560 (Disinformation and Information Security in a Global Media Context) (or GLO 565) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
  - Number of students/student population: 40 students per semester.
  - Target/Response rate: We anticipate 95% of enrolled students completing the embedded assignment.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.
- Embedded assignment in GLO 540, 580 or 555
  - How will results be obtained: GLO 580 (or 540 or 555) is a required course for all majors. Students will complete an assignment related to the legal and ethical boundaries of free speech.
  - Who will collect: GLO 580/540/555 instructor(s) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
  - Number of students/student population: 40 students
  - Target/Response rate: We anticipate 95% of enrolled students completing the

- embedded assignment.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.
- Evaluation of graduate capstone projects/theses in GLO 698
  - How will results be obtained: GLO 698 is a required course for all majors.
  - Who will collect: Capstone projects/theses will be assessed by the graduate committee using a rubric.
  - Number of students/student population: 5-10 students per year.
  - Target/Response rate: We anticipate 100% of enrolled students completing the capstone project or thesis.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score in the excellent or acceptable category.
- Exit survey
  - How will results be obtained: Students required to also submit a senior exit survey when they are completing a capstone project in a given semester.
  - Who will collect: Capstone advisors will incorporate exit surveys into their respective course.
  - Number of students/student population: 9
  - Target/Response rate: We anticipate 60% of graduating students completing the senior exit survey.
  - Performance level for success in achieving the learning outcome: See rubric in assessment toolkit (3 = excellent, 2 = competent, 1 = needs work).
  -

### **Grad GLO curriculum map**

In the AY24-25 catalog, required courses for the degree (known as the “GLO Core”) encompass seven units, including:

- *GLO 540: Freedom of Expression and the Right to Information*  
 This course provides historical, philosophical, legal, political, societal and cultural perspectives about values related to online and offline freedom of expression and rights to public information in a global context. Freedom of speech, freedom of the press, freedom of association, freedom of expression and movement, and rights to public information among other rights are explored in global, regional and country case contexts. The course also focuses on how freedom of expression and access to public information are related and how separately and together, both are situated in countries with varying levels of support. Course content also examines influences of globalization and digitized environments and state and nonstate actors on inhibiting and supporting freedom of expression and information and various interpretations of these concepts, and how, or whether, they translate into practice. The course examines interventions that often are undertaken when freedom of expression and information rights are ignored.
  - *or GLO 580: Digital Media Law in a Global Context*  
 This course will take you on a global journey through the law of digital communications, including but not limited to free speech v. hate speech, intellectual property, defamation, privacy, the right to be forgotten, access to

information, media regulatory mechanisms and frameworks promulgated by governmental bodies as well as those regulatory mechanisms and frameworks used by non-governmental bodies (such as the platform "law" concept used by Facebook and Twitter.) You will learn about comparative historical and theoretical legal concepts important to media professionals and responsible digital citizen-scholars.

- *or GLO 555 (Media and Human Rights)*  
This course is the study of the role and responsibility of national, transnational and social media in promoting human rights and cultural understanding, and in documenting human rights violations at varying levels, such as government oppression, civil or political turmoil, armed conflict, ethnic cleansing, and genocide. Conversely, it will also examine the role of human rights instruments and monitoring in protecting media workers and rights to free expression. Through audio, visuals, readings, discussions and case studies, students will develop the skills needed to identify, understand and critically evaluate abusive situations and to analyze the character of media coverage of human rights challenges and the global impact of, and response to, the coverage.
- *GLO 560: Disinformation and Information Security in a Global Media Context*  
This course explores the history and concepts of disinformation and theories of propaganda to contextualize contemporary issues in cases around the world, where ways of obtaining information have become multifaceted and increasingly complex. The course will include analyzing the dynamics of the spread of online misinformation and disinformation and the growing issue of information security in open and closed media ecosystems in democracies and autocracies. The course also examines environments in which disinformation and information insecurity thrive. Research examining public receptiveness to correcting misinformation and disinformation also will be studied along with various news media organizations, approaches to audience engagement and building awareness about these issues. State and nonstate surveillance tactics targeting journalists also will be studied. Various tools for verifying information in text, images, video, and audio will be utilized. Methods and processes for securing online information will be explored and applied.
- *GLO 698: Master's Capstone*  
Studies of Global Media M.A. students who have finished a minimum of 21 units of credit are able to enroll in the one-credit capstone being offered through the School of Journalism. The one-credit capstone is required for the M.A. in Studies of Global Media and may be a professional portfolio, professional internship/apprenticeship/mentorship, professional project, an academic paper or another capstone proposal activity approved by the School of Journalism.

As discussed above, we plan to revisit the GLO program's graduate curriculum in the next two years. To initiate this process, the School must submit course modification paperwork, which is only accepted at two windows during the academic year. Once our strategic planning process is complete in Fall 2025, we will work to submit course modifications for this new curricular structure in Spring 2026. For now, the graduate GLO curriculum map focuses upon our existing core curriculum.

After identifying the learning outcomes and indirect/direct measures, our team worked to identify where these activities are present across our curriculum. The following learning outcomes are present across the curriculum:

<u>Course</u>	<u>Learning Outcome #1</u>	<u>Learning Outcome #2</u>	<u>Learning Outcome #3</u>	<u>Learning Outcome #4</u>	<u>Learning Outcome #5</u>
GLO 540/580/555	Assessed	Assessed	Practiced	Practiced	Assessed
GLO 560	Practiced	Practiced	Assessed	Practiced	Assessed
GLO 698	Practiced	Practiced	Practiced		Assessed

### **Graduate GLO data collection process**

Each semester, members of the Assessment Committee will partner with School faculty on the specific direct and indirect measures to be assessed, as well as the tools/instruments to be used for collection. Committee members will be assigned specific direct/indirect measures to supervise. This process will be especially important, given that the vast majority of GLO instructors are adjunct faculty, with limited service commitments to the School. Once these assignments are made, Committee members will work with faculty on the data collection timetable and deadlines for a given semester. Broadly speaking, all assessment data will need to be collected by November 1 and April 1, for fall and spring semesters respectively.

### **Graduate GLO closing the loop**

The Assessment Committee members will work with faculty and staff (particularly GLO adjuncts and GLO faculty) to upload student data to Box, which will be used as the School’s assessment repository. The Assessment Committee will review the semester’s data as a team and identify key findings. These meetings will be conducted in mid-to-late November and mid-to-late April. The Assessment Committee will then share findings at the final faculty meeting of the semester (December and May, respectively). Faculty will be invited to provide their interpretations of the data and provide recommended practices to address any deficiencies. Separately, we will incorporate course improvements as part of the annual review process. When faculty upload their annual review materials, they will be asked to also submit examples of how they used assessment data to inform changes in their own classrooms. We will then ask the Assessment Committee to compile and distribute these best practices, so that faculty can learn from one another. Finally, the Assessment Committee will provide an annual report of the number and type of course improvements made by faculty. This year-end data will be presented at the annual faculty retreat each August, alongside findings from UCATT’s annual review of assessment data.

### **GRADUATE PROGRAM (BJP) ASSESSMENT**

According to the University of Arizona course catalog:

“The master's degree in Bilingual Journalism is a cutting-edge program that offers professional and academic training for students who want to report about and/or for Latinx communities in the United States and abroad. It is one of the only fully bilingual programs in the country. Graduates will acquire a robust set of skills in both Spanish and English that will translate into a significant competitive edge in the workplace. Students must be fluent in English and Spanish or English and Portuguese. Innovation and new models of storytelling in the digital age also set this master's degree apart from other programs. Students will explore entrepreneurial models of journalism, such as crowd-funding and nonprofit or donor-based hyperlocal and translocal projects. In addition, students will practice innovative ways of reporting and disseminating news for non-legacy media by incorporating the conversational style of the internet, social media, community engagement and advanced understanding of their audiences. This program is offered by the School of Journalism in collaboration with the Center of Latin American Studies, the Department of Mexican American Studies and the Department of Spanish & Portuguese. It is designed for students who have a journalism background as well as those who have no previous journalism experience. Part-time students are welcome.”

Graduate degrees at the School of Journalism not externally accredited by ACEJMC, our accrediting body. As such, the assessment process -- including learning outcomes -- do not need to align with ACEJMC's values and competencies. The School's last written assessment report, dating to 2011, does not encompass graduate assessment. At this time, we should highlight that the BJP graduate curriculum is under examination in Fall 2025, as part of the School's new strategic plan. We look forward to iteratively updating this plan in future years, as we realign the curriculum within the BJP graduate program itself.

### **Graduate BJP mission statement**

The University of Arizona School of Journalism is committed to digital-first storytelling using innovative technologies unscathed by bedrock ethics. The School trains our students to create bilingual content that accurately reflects the community, culture and commerce of our multicultural communities, as well as develop scholarship that helps our region and borderlands better understand itself. To meet the goals within our mission statement, our assessment process began with a three-member assessment committee, who designed the initial plan. The plan was then presented to our entire faculty for review and vote. We will review the assessment plan's process at each faculty meeting in the next year, with a formal review of our assessment activities occurring near the end of the spring semester. Feedback from the assessment review will be culminated and presented at the fall faculty retreat each year.

### **Grad BJP learning outcomes**

- **LEARNING OUTCOME #1:** Recognize historical and contemporary Latin American and Latino issues involving politics, society, economics and culture and how they relate to media systems of production and representation.

- **LEARNING OUTCOME #2:** Demonstrate skills and knowledge necessary to work and research in at least two languages as a journalist or other related professions in international and local settings.
- **LEARNING OUTCOME #3:** Increase intercultural competence and understanding of the social, cultural, historical, and environmental diversity of the U.S.-Mexico borderlands and Latin America, and the Latinos in the United States. Develop understanding and knowledge of news media coverage of immigration in various regions around the world.
- **LEARNING OUTCOME #4:** Analyze the practice of current trends in bilingual journalism platforms for U.S. Latino audiences and in Latin America. Critique the technical and aesthetic elements of Spanish- and English-language journalism for broadcast and digital media.
- **LEARNING OUTCOME #5:** Research, report, write and produce Spanish-language and English-language longform stories, with emphasis on interviews, longform news coverage and features for bilingual and bicultural audiences in English and Spanish.

**Grad BJP direct and indirect measures**

While institutional guidelines stipulate that learning outcomes be measured at least every two years, not every learning outcome has to be measured annually. Returning to the BJP major proposal, the following direct and indirect measures were identified as part of the assessment plan:

LO	Direct	Indirect
1: Recognize historical and contemporary Latin American and Latino issues involving politics, society, economics and culture and how they relate to media systems of production and representation	<ul style="list-style-type: none"> <li>● Embedded assignment in BJP 511</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>
2: Demonstrate skills and knowledge necessary to work and research in at least two languages as a journalist or other related professions in international and local settings.	<ul style="list-style-type: none"> <li>● Evaluation of graduate capstone projects/theses</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>
3. Increase intercultural competence and understanding of the social, cultural, historical, and environmental diversity of the	<ul style="list-style-type: none"> <li>● Embedded assignment in BJP 511</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>

<p>U.S.-Mexico borderlands and Latin America, and the Latinos in the United States. Develop understanding and knowledge of news media coverage of immigration in various regions around the world.</p>		
<p>4: Analyze the practice of current trends in bilingual journalism platforms for U.S. Latino audiences and in Latin America. Critique the technical and aesthetic elements of Spanish- and English-language journalism for broadcast and digital media.</p>	<ul style="list-style-type: none"> <li>● Embedded assignment in BJP 511</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>
<p>5. Research, report, write and produce Spanish-language and English-language longform stories, with emphasis on interviews, longform news coverage and features for bilingual and bicultural audiences in English and Spanish.</p>	<ul style="list-style-type: none"> <li>● Evaluation of graduate capstone projects/theses</li> </ul>	<ul style="list-style-type: none"> <li>● Exit survey (Fall, Spring)</li> </ul>

**Grad BJP measurements/data collection**

- Embedded assignment in BJP 511
  - How will results be obtained: BJP 511 is a required course for all majors. Students will complete final papers that encompass these concepts.
  - Who will collect: BJP 511 instructor(s) will gather the data, which will be stored in Box, so that the Assessment Committee can track each semester.
  - Number of students/student population: 5-10 each year
  - Target/Response rate: We anticipate 95% of enrolled students completing the embedded assignment.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score a 70% or higher on the embedded assignment.
- Evaluation of graduate capstone projects/theses
  - How will results be obtained: All students produce multimedia work in their final BJP course.
  - Who will collect: Multimedia projects will be assessed by the graduate committee

- using a rubric.
  - Number of students/student population: 5-10 students per year.
  - Target/Response rate: We anticipate 100% of enrolled students completing the multimedia project.
  - Performance level for success in achieving the learning outcome: We would anticipate that students will score in the excellent or acceptable category.
- Exit survey
  - How will results be obtained: Students required to also submit a senior exit survey when they are completing a capstone project/thesis in a given semester.
  - Who will collect: Capstone/thesis advisors will incorporate exit surveys into their respective course.
  - Number of students/student population: 5-10 students per year.
  - Target/Response rate: We anticipate 60% of graduating students completing the senior exit survey.
  - Performance level for success in achieving the learning outcome: N/A

### **Grad BJP curriculum map**

In the AY24-25 catalog, required courses for the degree (known as the “BJP Core”) encompassing 15 units, including:

- *BJP 510: Latinx and News Media in the United States*  
 This course is divided into two main parts. In the first part, students explore and analyze the history of Latinxs in the United States as well as U.S.-Latin American economic and political relations and the ways in which they have intertwined over the past two centuries. In the second part, students explore and analyze the history and economics of Latino-oriented, Spanish-language and bilingual news media, as well as news coverage of Latinos and Spanish-speaking communities in the U.S., in order to understand both how this major ethnic group has produced news media and how Latinxs have been represented.
- *BJP 511: Global Latinx Diasporic Transnationalism and News Media*  
 This seminar introduces students to the interdisciplinary study of contemporary migrations, diasporic transnationalism and the media in Latin America. The course will examine historical perspectives and contemporary trends on migration from Latin America to Europe, Asia and North America (South-North) as well as migrations within Latin American (South-South). The seminar will analyze how global news media cover Latin American migrants and how this coverage has evolved in relation to journalistic ownership, funding, audiences and professional practices. When possible, University of Arizona students will engage with students in Latin America or other parts of the world via online discussions. Students may use digital technologies to map Latinos in global media using archives from different parts of the world.
- *BJP 512: Covering Latinx Affairs I: Bilingual Multimedia Reporting Audio Production (taught in Spanish)*  
 This course focuses on the practice of bilingual journalism in Latinx communities, which goes far beyond simply translating editorial content from one language to another. This class is hands-on and experiential, and as a result, students will do much of their work

outside of the classroom. As the first in a series of two skills courses, this class emphasizes bilingual multimedia writing and audio production. Working in teams, students will conduct interviews, write audio scripts and produce podcasts or radio pieces in Spanish and English, and Portuguese, when applicable. Students will also write bilingual stories for the web to accompany their audio projects. Students will learn to exercise news judgment and ethical decision-making when covering Latino affairs in the United States and abroad. Students will be encouraged to look for new models of producing high-quality journalism. This class includes lectures, readings and practical experience in the field. To the extent possible, the classroom will function as a newsroom.

- *BJP 513: Covering Latinx Affairs II: Bilingual Multimedia Reporting Video Production (taught in Spanish)*

This course focuses on the practice of bilingual journalism in Latinx communities, which goes far beyond simply translating editorial content from one language to another. This class is hands-on and experiential, and as a result, students will do much of their work outside of the classroom. As the second in a series of two skills classes, this course emphasizes bilingual multimedia writing and video production. Working in teams, students will conduct interviews, write video scripts and produce videos for TV and online media in Spanish and English, and Portuguese, when applicable. Students will also write bilingual

- Capstone Options:

- *JOUR 909 Project*

Individual study or special project or formal report thereof submitted in lieu of thesis for certain master's degrees.

- *or JOUR 593 Bilingual Internship*

Work on-site for a news or news-related organization under the supervision of an experience communication professional.

<u>Course</u>	<u>Learning Outcome #1</u>	<u>Learning Outcome #2</u>	<u>Learning Outcome #3</u>	<u>Learning Outcome #4</u>	<u>Learning Outcome #5</u>
<b><u>BJP 510</u></b>	Assessed	Practiced	Assessed	Introduced	Practiced
<b><u>BJP 511</u></b>	Assessed	Practiced	Introduced	Assessed	Practiced
<b><u>BJP 512</u></b>	Assessed	Practiced	Practiced	Assessed	Practiced
<b><u>BJP 513</u></b>	Introduced	Assessed	Practiced	Practiced	Practiced
<b><u>JOUR 909 or JOUR 593</u></b>	Introduced	Assessed	Practiced	Practiced	Practiced

### **Graduate BJP data collection process**

Each semester, members of the Assessment Committee will partner with School faculty on the specific direct and indirect measures to be assessed, as well as the tools/instruments to be used

for collection. Committee members will be assigned specific direct/indirect measures to supervise. This process will be especially important, given that the vast majority of BJP instructors are adjunct faculty, with limited service commitments to the School. Once these assignments are made, Committee members will work with faculty on the data collection timetable and deadlines for a given semester. Broadly speaking, all assessment data will need to be collected by November 1 and April 1, for fall and spring semesters respectively.

### **Graduate BJP closing the loop**

The Assessment Committee members will work with faculty and staff (particularly BJP adjuncts) to upload student data to Box, which will be used as the School's assessment repository. The Assessment Committee will review the semester's data as a team and identify key findings. These meetings will be conducted in mid-to-late November and mid-to-late April. The Assessment Committee will then share findings at the final faculty meeting of the semester (December and May, respectively). Faculty will be invited to provide their interpretations of the data and provide recommended practices to address any deficiencies. Separately, we will incorporate course improvements as part of the annual review process. When faculty upload their annual review materials, they will be asked to also submit examples of how they used assessment data to inform changes in their own classrooms. We will then ask the Assessment Committee to compile and distribute these best practices, so that faculty can learn from one another. Finally, the Assessment Committee will provide an annual report of the number and type of course improvements made by faculty. This year-end data will be presented at the annual faculty retreat each August, alongside findings from UCATT's annual review of assessment data.

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