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**ASSESSMENT PLAN FOR UNDERGRADUATE LEARNING OUTCOMES
SCHOOL OF JOURNALISM
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OVERVIEW OF UNDERGRADUATE PROGRAM

The School of Journalism's mission is, in part, to provide future journalists with the intellectual training and professional skills necessary to gather, evaluate, organize and disseminate information in a way that enables citizens to participate in a democratic society in a meaningful way. Also, it is the mission of the school to provide students with the opportunity to develop an understanding of the role of the press in a multicultural society, so they can learn to think critically about the ways in which the news media affect individuals, institutions and social values. This objective includes enabling students to understand the legal and ethical issues that are an integral part of the journalism profession. To that end, the school focuses exclusively on journalism, offering a bachelor's degree, a master's degree, and dual master's degrees in collaboration with other disciplines.

The school combines theory and skills classes in a curriculum that includes required courses in media law, ethics and the role of the press in a democratic society, accompanied by a core sequence of research, writing, multimedia and visual communication classes. All students are required to work for a news medium produced by the school that serves a real community. The school also facilitates internships through a full-time coordinator. The school provides extensive opportunities in international journalism, offering courses developed in collaboration with the Center for Latin American Studies, the School of Middle Eastern and North African Studies. Also, the school emphasizes science/environmental journalism, given its strong partnerships with science units on campus.

The Journalism School's bachelor's degree program has been accredited for more than four decades by the Accrediting Council on Education in Journalism and Mass Communications. Part of accreditation is based on the school's assessment of student learning – whether students leave the program having learned the key performance and value competencies embraced by the school and ACEJMC. This undergraduate assessment plan outlines the school's learning outcome goals, the purpose and philosophy of assessment, the methodology, and the indicators used to directly and indirectly measure student learning.

STUDENT LEARNING OUTCOMES FOR THE UNDERGRADUATE PROGRAM

The school has identified 12 core student learning outcomes for graduates, incorporating key principles from the school's mission statement and all of the 12 professional values and competencies in the accreditation standards:

1. **Role of the press:** Understand the role of the press in a democracy, including the historical and contemporary relationship among the press, the public, and the government, and the relevance of journalism to individuals, institutions and society.
2. **Independence:** Understand and apply the principles of freedom of speech and press, including the right to dissent, and to monitor and criticize power.
3. **Law:** Understand the legal framework in which the role and responsibilities of the press have evolved, including the Constitution, Bill of Rights, federal and state court decisions, and regulatory policies and statutes concerning the news media.
4. **Ethics:** Understand professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
5. **Critical thinking:** Be able to think critically, creatively and independently about the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present.
6. **Diversity:** Understand how to work as a journalist serving diverse, multicultural communities in a global society.
7. **Theory:** Understand and apply theories in the use and presentation of images and information.
8. **Numeracy:** Evaluate information by methods appropriate to journalism, including mathematics and basic statistical analysis.
9. **Writing:** Write correctly and clearly. Critically evaluate their own work and that of others for accuracy, fairness, appropriate style and grammatical correctness.
10. **Technology:** Apply software, video, photographic and other technologies appropriate for the profession. Understand the relationship among journalism, information technology and society, and the ways in which technological developments affect the content and dissemination of news.
11. **Leadership:** Be able to work in teams and assume leadership roles in an increasingly knowledge-based society.
12. **Academic excellence:** Develop a broad range of knowledge in different subjects and demonstrate academic excellence in their liberal arts education.

ASSESSMENT OF UNDERGRADUATE STUDENT LEARNING OUTCOMES

Purpose and philosophy

Assessment of student learning outcomes provides indicators for determining whether students are acquiring the skills and knowledge listed in the school's 12 learning outcome goals. Assessment is essential for:

- **Accountability.** Provide assurance to students, their parents, the college, legislators and taxpayers that the school is fulfilling its mission of developing world-class journalists. This is a standards-based assessment plan to determine whether or not students leave the program prepared. The school also incorporates growth-based assessment that measures student knowledge when they enter the program and when they leave.
- **Improvement.** Identify curricular and programmatic areas that can be improved and strengths that can be maintained, and determine the effectiveness of curricular changes. Document trends through the accumulation of baseline data in overall student performance. It is important to note that the intent of assessment is to examine overall student learning, not to single out problems among *individual* students, teachers, classes, or school activities – that is the job of the faculty, school director and annual review process.
- **Earnestness.** Create a culture of innovation, openness and humility, striving to improve student learning through nonthreatening collaborative teamwork where risk and creativity are rewarded – in contrast to a complacent, self-indulgent, and fear-based, cover-the-rear, entitlement culture. Assessment is not intended to create a “no-child-left-behind” bureaucratic corporate blame-game environment.
- **Accreditation.** Meet required standards for the Accrediting Council on Education in Journalism and Mass Communications.

Plan history

The school has had a written plan for undergraduate learning-outcomes assessment since 1999, and the plan was expanded in fall 2004. The 2005-06 re-accreditation on-site team noted that the 2004 assessment plan was primarily qualitative and focused on anecdotal, individual-level assessment rather than quantitative assessment of overall student learning. The team also noted that the school lacked a way of collecting baseline data to truly assess whether changes to the curriculum really helped. Based on the 2005-06 on-site evaluation comments, the assessment plan was revised and expanded in 2009-10 to measure student learning outcomes directly – to show, not tell, that students are learning. The plan was updated again in 2011. An assessment plan for graduate student learning outcomes will be prepared in the future as the program develops and the school seeks graduate program accreditation.

Methodology

The school assesses student learning through a dozen instruments that include more than 40 different learning measures – direct and indirect, quantitative and qualitative – expanding on the 2005-06 self-study for re-accreditation and exceeding the assessment procedures of accredited universities examined in the 2011 revision. Each assessment measure is to be gathered by June of each year by assigned staff and faculty, coordinated by an Outcomes Assessment Committee, which combines the data to provide a final annual report. The report is provided to faculty and staff with recommendations for discussion at a fall retreat. A summary of the school’s annual assessment indicators is posted on the school website for students and the public, and results are incorporated into the accreditation self-study.

Assessment instruments are divided into three categories:

1. *Student* instruments are based on student performance on assessment tests, surveys, course evaluations, vicarious measures (awards, GPA, etc.), student feedback, and other student-based indicators of performance.
2. *Faculty* instruments are based on faculty assessment of student performance, including analysis through committees, retreats, and day-to-day testing and grading.
3. *Industry* instruments are based on perceptions of student quality by employers, intern supervisors, alumni and other working professionals.

An *instrument*, such as a pre-test/post-test questionnaire, may include several different *measures* for different learning outcomes, such as an index measuring media law knowledge or support for press independence. Some measures directly assess student competency, such as the assessment test and the intern supervisors’ survey. Some measures indirectly measure achievement, such as a survey of interns to measure their own perceived competency – they might not have actually learned even if they say they have learned. Measures can be quantitative or qualitative.

It is important to note that no single measure can “prove” that the school causes students to learn the core competencies, and every measure has a certain amount of “noise” and imperfection. Also, because there are no national assessment standards in journalism education, results are compared within the school over time, and between students starting and ending the program. Results must be interpreted carefully, and measures can be removed or added depending on their usefulness and resource commitment. Also, just because the school has an assessment process does not mean that faculty cannot discuss and initiate curriculum improvements informally and outside of the assessment process. Some of the best ideas come out of chats in the lunchroom and hallways. Despite the limitations of these instruments, a broad range of indicators can help the school make better informed curriculum decisions based on substantial information rather than anecdotes and hunches.

Feedback loop

The assessment process is not static. It is a feedback loop where data are gathered and analyzed, changes are made to the curriculum as a result of the analysis, performance is measured to see whether the changes resulted in improvements, and further changes are made if needed. Without making improvements, assessment is just an exercise of busy work and frustration.

ASSESSMENT INSTRUMENTS

Student-based instruments

1. Journalism Assessment Test (pre-test/post-test)

The school administers a standardized test to each student at the beginning and end of his or her academic career to assess progress in most of the learning outcomes. The test, administered each fall and spring semester, is given at the start of the semester in Jour 105 Principles of Journalism, and then at the end of the semester for the senior-level school media courses. The test includes multiple-choice questions (online using SurveyMonkey or D2L, or via in-class “clickers”). The test demonstrates the amount of learning by each individual student, as well as the overall knowledge and competency of graduates. The assessment coordinator will make sure the tests are administered and then collect the data for analysis. This assessment test contains measures directed at 10 of the 12 learning outcomes. In most cases, each outcome is measured by five questions, and the number of correct answers is summed to provide an index for each outcome (1-5 scales). The test includes measures for the following:

- Role of media (5 questions in general; and 5 questions on international journalism)
- Independence (14 questions – seven press rights and seven First Amendment)
- Law (5 questions)
- Ethics (5 questions)
- Critical thinking (5 questions)
- Diversity (5 questions and 7-question tolerance scale)
- Writing (5 questions on writing and AP style)
- Math (5 questions)
- Theory (5 questions)
- Technology (5 self-assessment questions)

2. Course evaluations

The school examines the university student course-evaluation ratings for classes. Ratings are aggregated and averaged to identify trends. The department considers four ratings to be especially important: the overall rating of teaching effectiveness, overall course rating, overall amount learned, and students treated with respect. The evaluations, compared to averages university-wide, provide an indication of whether or not students perceive that they are learning. Ratings, collected annually, are compared going back to 1995. The four questions are:

1. How much do you feel you have learned in this course?
2. What is your overall rating of this instructor’s teaching effectiveness?
3. What is your overall rating of this course?
4. I was treated with respect in this class.

3. Intern surveys

In addition to surveying intern supervisors, the school intern supervisor asks students to rate how much they learned in their internships. This is an indirect measure of their learning. The evaluation form includes several questions, including whether students thought they achieved their learning objectives and whether their writing improved (learning outcome 9).

4. Senior exit interview survey

Each student is required to fill out an exit interview survey during his or her last semester in the program, totaling about 100 graduates each year. The instrument, administered by the academic adviser, includes closed-ended and open-ended questions to assess students' attitudes toward journalism, career goals, accomplishments (e.g., internships), and suggestions for improving the curriculum. One question asks students to list their leadership accomplishments (learning outcome 11).

5. Recent-grad survey

The school surveys alumni six months to a year after they graduate to solicit feedback on what they believed they learned and what the school could do better to prepare them for the workplace. Personal e-mails of students are collected in the senior exit interview survey. Then, each October the preceding year's graduates are sent an e-mail asking them to conduct the online survey. This survey is coordinated by the school's senior program coordinator, who also coordinates the alumni database and news. Results are compared to questions used in the national communications graduate survey conducted annually in October by the University of Georgia. See page 30 for the recent-grad survey form for specific questions.

6. Academic performance statistics

The school examines university data to assess the academic performance of students over time and in relationship to non-journalism majors. All of these indicators provide some idea of student achievement (learning outcome 12):

- *GPA.* Each year the school computes the average grade-point average of students entering the program, the current students and those graduating. Average GPA of journalism majors is compared to the average GPA of all university students, and compared over time. The statistics are gathered annually from the university Registrar by the school academic adviser.
- *Enrollment trends.* The school tracks enrollment to examine who is entering the program and why. The total numbers of students and pre-majors are tracked over time. Also, students entering the major are surveyed in the introductory course (Journalism 105) to find out what motivated them to become a journalism major (see page 25 for the Jour 105 student survey for exact questions). Demographics, achievement and other descriptives are measured as well as to assess the overall quality of students the program is attracting. This is an indirect measure of student learning because word-of-mouth and reputation of seniors and graduates leads to improved enrollment.
- *Retention and graduation rates.* The school examines where each declared journalism major ends up at the end of his or her academic career, assessing

the rate of students who stay in journalism and the rate that graduate, comparing those rates over time and to university students as a whole. This measure indicates the ability of the school to prepare students for what to expect in the major. It also demonstrates students' decisions to stay in the major and receive an education provided by the program. The school's academic adviser collects this information from the university Registrar.

- *Honors students.* The number of honors students in the program is tracked, along with those who are members of Kappa Tau and Phi Beta Theta.

7. Job placement

The annual recent-grad survey conducted each October assesses job placement success. All students are sent an e-mail six months to a year after their graduation referring them to an online survey that asks about what jobs they have acquired. We compare our placement rate to the national study conducted annually by the University of Georgia. The school's senior program coordinator also tracks graduates who are distinguished in the field. A high rate of job placement at competitive organizations provides an overall indication of high-caliber graduates.

8. Student awards and honors

Student awards and honors are tracked by the school and publicized routinely on the school Web site and a periodic "kudos" e-mail. The number of awards is tallied annually by the school's senior program coordinator, broken down by school, state/regional, and national honors. A greater number and quality of honors are indirect indicators of student learning. However, it is also a measure of how active the school is in getting students to enter contests, including whether it subsidizes entry fees and informs students of contests.

9. Journalism Student Advisory Council

The Journalism Student Advisory Council is composed entirely of students to provide suggestions for curriculum changes and how the school should spend special program fees to enhance student education. The council meets at least once per semester, or as needed. The council adviser forwards student suggestions to faculty and summarizes recommendations in an annual report to faculty for assessment review.

10. Course-specific ad-hoc assessment

The school conducts ad-hoc assessment of specific courses to assess learning outcomes and identify weaknesses and opportunities. This assessment can target different learning outcomes and can take several forms, including:

- In-class surveys. For example, a survey in 2008 of all beginning writing, advanced reporting, and senior-level public-affairs reporting courses assessed student attitudes toward journalism and the school to identify problems. As a result, a new introductory course was created to provide incoming students with knowledge about journalism before they get too far along and can't switch to another major. In another example, surveys have

been administered in courses to assess skills in software, identifying weaknesses and leading to improvements in teaching multimedia.

- Course debriefings. For some classes the instructors ask another instructor to attend one of the final sessions of the semester, usually when they fill out their university course evaluation forms, to do a course debriefing. Students are allowed to discuss as a group what they learned from the course and what could have been done better. The guest listener promises to keep comments anonymous and takes notes. A summary is provided to the course instructor, who incorporates the findings and any adjustments (if any) in his or her annual assessment summary.

Industry-based instruments

11. Industry/employer feedback

The school assigns a faculty member to travel the state to meet with professionals to discuss industry needs and what they would like to see from graduates. This faculty member also receives feedback regarding the performance of graduates, providing an annual summary for the assessment report of how professionals perceive the quality of school graduates and what they need from graduates.

12. Intern ratings by supervisors

The school's full-time internship coordinator tracks information about the 100 students who complete internships for credit each year. The coordinator tracks the number of internships, quality and type of organization, and collects feedback forms from intern supervisors and the students. The professionals' numerical ratings of 17 items (e.g., "quality of work," "ethical principles," and "meeting deadlines") and written comments are evaluated and instruction to students adjusted accordingly, incorporating thoughts from professionals to improve curriculum. The editors' and producers' ratings of interns are averaged each year to assess whether the overall quality of student interns is improving. Specific to the learning outcomes, supervisors are asked to rate the quality of the intern on these criteria:

- Ethical principles
- Written skills
- Use of technology
- Leadership
- Critical thinking

13. Alumni feedback

Alumni are tracked in a database so they can be provided school news and solicit their feedback through an alumni listserv and Facebook page. Contact with alumni provides the school with important information about the students' learning outcomes, and enables the school to update the curriculum to ensure it is in line with professional standards. The school's senior program coordinator compiles alumni feedback in an annual summary provided for the assessment report.

14. External professional advisory council

The Journalism Advisory Council comprises professionals from the news media and other information industries, as well as journalism educators. The local component of the Advisory Council includes journalists, executives, and educators from Arizona. The national component includes members who work for national news media, such as The New York Times. These professionals provide information about what these industries are looking for in terms of students' general knowledge and skills, which enables the faculty to update the curriculum and learning-outcome goals to provide cutting-edge professional instruction. A summary is provided annually by the school head for the assessment report.

Faculty-based instruments

15. Faculty testing and grading

The faculty incorporates into all core skills classes embedded assignments designed to foster critical thinking, information literacy, mathematical and problem-solving skills, as well as proficiency in writing and visual communication. Students in these classes submit final projects designed to help them evaluate which knowledge areas and skills they have mastered, and which need additional work. Students are encouraged to develop a portfolio of articles and photographs, as well as an online résumé, which can be submitted on a voluntary basis for faculty critiques, and often is published in local and national media. Faculty assess the final work of their students and adjust their classes accordingly. In required lecture classes in law, ethics, and the role of the press in society, embedded tests and research papers also measure critical thinking, information literacy, numeracy, and writing skills, as well as knowledge of legal and ethical standards in the United States and other nations, and philosophical frameworks for analyzing and resolving real-world problems. In May each instructor provides a summary of their students' outcomes, which is then combined for the annual assessment report.

16. Faculty Undergraduate Curriculum Committee

The 2005-06 re-accreditation on-site evaluation noted that syllabi varied widely, with some very detailed and some vague. Therefore, a Faculty Undergraduate Curriculum Committee was created to improve the continuity and rigor of courses. The committee assesses course syllabi, assignments and teaching methods of courses to ensure that the courses teach to the school's learning outcomes as listed above. The committee, headed by an experienced and highly honored teacher, evaluates teaching standards in classes and mentors new faculty to improve learning outcomes. The committee provides a summary of its assessment of the program each year for the annual assessment report.

17. Faculty retreats

Each year the faculty integrate into their fall retreat a discussion about student performance and ways of improving learning. The discussion is informed by the annual assessment report, diversity report and recommendations provided by the faculty undergraduate curriculum committee.

18. Teaching achievement

The school tracks indicators of teaching quality to assess the overall health, rigor and experience in pedagogy provided to students. Indicators include teaching awards (including one the school gives to the most outstanding teacher, as selected by students), papers written about teaching, workshops attended and curricular grants. Also, the school tracks the percentage of courses taught by adjuncts, which is of importance to accreditation. The 2005-06 re-accreditation report noted a heavy reliance on adjunct instructors, with more than half of courses taught by part-time instructors. That percentage has dropped significantly since then with the hiring of additional full-time faculty. While these indicators do not directly measure whether students are learning, they are an indicator of the program's overall excellence and commitment to outstanding teaching.

19. Faculty assessment questionnaire

Each spring faculty fill out a quick one-page questionnaire asking them what assessment activities they conducted in their classes, whether they noticed areas of student achievement and competency that seemed particularly strong or weak, and suggestions for curriculum changes. The assessment coordinator distills the comments into a summary for the annual assessment report for discussion at the faculty retreat.

ASSESSMENT INSTRUMENTS AND PLAN COMPARISONS

In fall 2008, the School of Journalism Outcomes Assessment Committee contacted 16 journalism and mass communication programs around the country that were in compliance with the assessment of learning outcomes, Standard 9 (ACEJMC) in 2006-2007 and 2007-2008. Nine programs provided their assessment plans. Instruments used by the universities are summarized below, including the 2004 UA plan and draft 2010 UA plan.

Student-based instruments	University *										
	JSU	KSU	MSU	OSU	TU	PSU	UM	UTC	WLU	UA04	UA10
Pre-test/Post-test exam											
Course evaluations by students											
Internship surveys of students											**
Senior exit interviews/surveys											**
Recent-graduates survey											**
Student awards and honors											
Student advisory council feedback											
Academic stats (e.g., GPA)											
Job placement											
Course-specific assessments											
Admission into grad school											
Capstone projects/portfolios											
Language proficiency exams											

Industry-based instruments	University *										
	JSU	KSU	MSU	OSU	TU	PSU	UM	UTC	WLU	UA04	UA10
Interviews with employers											**
Internship evals by supervisors											**
Alumni feedback											**
Professional advisory council											**

Faculty-based instruments	University *										
	JSU	KSU	MSU	OSU	TU	PSU	UM	UTC	WLU	UA04	UA10
Testing and grading											
Curriculum committee assessment											
Faculty retreats											
Teaching quality (awards, etc.)											**
Faculty questionnaire											

Total instruments	6	8	8	6	5	5	3	2	10	5	19
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* University key:

JSU = Jacksonville State University
 KSU = Kansas State University
 MSU = Michigan State University
 OSU = Oklahoma State University

TU = Temple University
 PSU = Penn State University
 UM = University of Minnesota
 UTC = University of Tennessee Chattanooga

WLU = Washington and Lee University
 UA04 = University of Arizona (2004)
 UA10 = University of Arizona (2010)

** = Instruments specifically mentioned by ACEJMC (crucial)

INSTRUMENTS TIED TO LEARNING OUTCOMES

	1. Role of press	2. Independence	3. Law	4. Ethics	5. Critical thinking	6. Diversity	7. Theory	8. Numeracy	9. Writing	10. Technology	11. Leadership	12. Academics	All or overall learning
Student-based instruments													
Pre-test/Post-test exam													
Course evaluations by students													
Internship surveys of students													
Senior exit interviews/surveys													
Recent-graduates survey													
Student awards and honors													
Student advisory council feedback													
Academic stats (e.g., GPA)													
Job placement													
Course-specific assessments													

Industry-based instruments

Feedback from employers													
Internship evals by supervisors													
Alumni feedback													
Professional advisory council													

Faculty-based instruments

Testing and grading													
Curriculum committee assessment													
Faculty retreats													
Teaching quality (awards, etc.)													
Faculty questionnaire													

LEARNING OUTCOMES AND SPECIFIC MEASURES

Outcome	Specific measure
1. Role of the press	Role of media index (5 questions on JAT exam) International journalism index (5 questions on JAT exam)
2. Independence	Support for press rights index (7 questions on JAT exam) Support for First Amendment index (7 questions on JAT exam)
3. Law	Media law index (5 questions on JAT exam)
4. Ethics	Ethics index (5 questions on JAT exam) Internship supervisor survey (1 question asking if intern ethical)
5. Critical thinking	Critical thinking index (5 questions on JAT exam) Internship supervisor survey (1 question about critical thinking)
6. Diversity	Diversity knowledge index (5 questions on JAT exam) Tolerance for others (Arabs) index (7 questions on JAT exam)
7. Theory	Media theory index (5 questions on JAT exam)
8. Numeracy	Math index (5 questions on JAT exam)
9. Writing	Writing/AP style index (5 questions on JAT exam) Internship supervisor survey (1 question asking about writing) Student intern survey (1 question about writing skills)
10. Technology	Self-report technology skill index (5 questions on JAT exam) Internship supervisor survey (1 question asking about tech)
11. Leadership	Internship supervisor survey (1 question asking about leadership) Leadership positions held (1 question on senior exit survey)
12. Academic excellence	GPA of journalism students Graduation and retention rates Honors students and awards

University of Arizona

SUPERVISOR'S INTERNSHIP EVALUATION FORM

This form, **to be completed by the intern's on-site supervisor**, is meant to provide constructive feedback to the student and internship coordinator about the student's relative strengths and weaknesses as demonstrated in the internship.

Student Name: _____ **Semester(s) of Internship:** _____

Sponsoring Organization: _____ **Organization Supervisor:** _____

Intern job responsibility (news reporter, photographer, etc.): _____

The supervisor should evaluate the intern as objectively as possible by circling the number in each range (Poor = 1; Excellent = 5) that best describes the intern's performance for that characteristic. If the quality in question is irrelevant to the work the student has been performing, please circle "N/A" (not applicable).

Attitude	Poor	1	2	3	4	5	Excellent	N/A
Initiative	Poor	1	2	3	4	5	Excellent	N/A
Ability to Learn	Poor	1	2	3	4	5	Excellent	N/A
Accuracy	Poor	1	2	3	4	5	Excellent	N/A
Quantity of Work	Poor	1	2	3	4	5	Excellent	N/A
Quality of Work	Poor	1	2	3	4	5	Excellent	N/A
Relations with Others	Poor	1	2	3	4	5	Excellent	N/A
Ethical Principles	Poor	1	2	3	4	5	Excellent	N/A
Written Skills	Poor	1	2	3	4	5	Excellent	N/A
Video/Editing Skills	Poor	1	2	3	4	5	Excellent	N/A
Use of Technology	Poor	1	2	3	4	5	Excellent	N/A
Research/Reporting Skills	Poor	1	2	3	4	5	Excellent	N/A
Meeting Deadlines	Poor	1	2	3	4	5	Excellent	N/A
Teamwork	Poor	1	2	3	4	5	Excellent	N/A
Leadership	Poor	1	2	3	4	5	Excellent	N/A
Critical thinking	Poor	1	2	3	4	5	Excellent	N/A
Responsiveness to Criticism	Poor	1	2	3	4	5	Excellent	N/A

Other Skills Unique to Position								
1.	Poor	1	2	3	4	5	Excellent	N/A
2.	Poor	1	2	3	4	5	Excellent	N/A
3.	Poor	1	2	3	4	5	Excellent	N/A

What are the student's outstanding STRENGTHS? _____

In what areas does the student need IMPROVEMENT? _____

How often did you provide feedback to the intern about his/her work?

Weekly _____ Monthly _____ 1-2 times _____ Never _____

Verification that student has worked a minimum of _____ hours per week for _____ weeks at this internship.

Has this report been discussed with the intern? Yes _____ No _____

Comments: _____

Supervisor's name and phone number: _____

Organization Supervisor's Signature Date

Student's Signature (if jointly completed) Date

Please complete and return this form to Lisa Button, Internship Coordinator, School of Journalism, PO Box 210158B, Tucson, AZ 85721-0158, or fax to (520) 621-7557.

STUDENT'S INTERNSHIP EVALUATION FORM

(To be completed by the Intern)

At the conclusion of the internship, by the end of the semester or summer term, complete this form and give it to the journalism internship coordinator.

Intern Name: _____

Sponsoring Organization: _____ **Sponsoring Supervisor:** _____

Internship Coordinator: Lisa Button **Internship Department:** Journalism

Course Number and Section: Jour 493 **Semester(s) of Internship:** _____

Circle the number that best reflects your level of agreement/disagreement with each of the following statements

**Strongly
Disagree**

**Strongly
Agree**

I achieved my learning goals during the internship.	1	2	3	4	5
I improved my professional skills (writing, video, etc.).	1	2	3	4	5
I experienced some of the realities of working in the profession/field.	1	2	3	4	5
I successfully completed my assigned responsibilities and duties.	1	2	3	4	5

Evaluate the following aspects of your internship. If the aspect does not apply, leave it blank.

Unsatisfactory ----- **Outstanding**

Work Environment:

Clarity of organizational structure	1	2	3	4	5
Access to necessary materials and/or equipment	1	2	3	4	5
Collegiality/friendliness of the employees	1	2	3	4	5
Attitude of respect for interns	1	2	3	4	5

Support and Feedback:

From your supervisor	1	2	3	4	5
From other employees with whom you interacted	1	2	3	4	5

Opportunity to be Creative:

Willingness of others to consider your ideas	1	2	3	4	5
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Interaction with Others:

Opportunity to contribute to a team project	1	2	3	4	5
Questions were encouraged and answered.	1	2	3	4	5
Access to one or more mentors (supervisor or employees)	1	2	3	4	5

Overall Evaluation of Internship (circle one):

Terrible **Unsatisfactory** **Neither good nor bad** **Satisfactory** **Superior**

Additional Comments (use back page or additional page if necessary):

Intern's Signature

Date

Senior Exit Questionnaire

This survey will help the School of Journalism better serve students and help us assess our program overall. We truly appreciate your feedback and honest answers.

Please do not put your name on this, so that you can answer honestly. Your answers will not affect you in any way. There are no right or wrong answers. Thank you!

1. Why did you decide to major in journalism?
2. Which course did you learn from the most? The least?
3. After graduating, do you plan to follow the news? What sources would you use?
4. Do you have a job lined up for after graduation? If so, what is it?
5. If you don't have a job lined up (and most people don't), what kind of job would you like to get?

6. Below are some reasons students have given for becoming a journalism major. Please rate them on the scale for how important that factor was in your initial decision to major in journalism.

	Not Important			Very Important	
I heard it's good training for law school.	1	2	3	4	5
I wanted to be a foreign correspondent.	1	2	3	4	5
I have always liked to write.	1	2	3	4	5
I wanted to be famous/on TV.	1	2	3	4	5
I didn't know what else to major in.	1	2	3	4	5
I wanted an exciting career.	1	2	3	4	5
I heard it was an easy major.	1	2	3	4	5
I couldn't get into the major I wanted.	1	2	3	4	5
I hated math.	1	2	3	4	5
I wanted to make the world a better place.	1	2	3	4	5
I wanted to be in sports journalism.	1	2	3	4	5
I am curious about things.	1	2	3	4	5
My friend was a journalism major.	1	2	3	4	5
Family pressures to be a journalism major.	1	2	3	4	5
Quality of the program and faculty.	1	2	3	4	5
I wanted to do celebrity journalism.	1	2	3	4	5
I wanted to go into public relations.	1	2	3	4	5
I liked photography.	1	2	3	4	5
I liked the academic adviser.	1	2	3	4	5

7. Now that you're about to graduate, have your thoughts toward majoring in journalism changed? If so, how?

8. It is too late to switch to a different major, but if you had the chance, would you? If so, why or why not, and what major?

9. Did you find Journalism 105 helpful or not helpful in starting your journalism studies (if you took it when it was first offered spring 2009)? Please explain.

10. Regarding your thoughts about being a journalism major, please rate the following feelings you have...

	Strongly Disagree				Strongly Agree
I am glad I majored in journalism.	1	2	3	4	5
I regret majoring in journalism.	1	2	3	4	5
Journalism is not what I expected.	1	2	3	4	5
I like the news style of writing.	1	2	3	4	5
I like interviewing people.	1	2	3	4	5
I like editing best.	1	2	3	4	5
I found the academic advising helpful.	1	2	3	4	5

9. Please list any suggestions you may have to make our journalism program stronger (classes that should be added, suggestions for academic advising, etc.):

Background and demographics

What is your gender (circle one): Male Female

Age: _____

What city and state are you from (or country if not from the U.S.)?

What languages do you speak other than English?

Did you attend a private high school or a public high school (or both)?

Did you have journalism coursework or work experience in high school or at a community college? If so, what? (newspaper, yearbook, radio, etc.)

Did you attend another college or university before attending the UA (yes/no)?

Did you receive financial aid while studying at the School of Journalism (yes/no)?

Were you involved with clubs at the School of Journalism? If so, which ones?

Have you had one (or more) journalism internship or apprenticeship (yes/no)? If so, what were they?

Did you have an opportunity to serve in a leadership position in journalism (e.g., editor in a class publication or at the Arizona Daily Wildcat, leader in a student club, etc.)? If so, what was the nature of the position (without giving away your identity)?

What is your race/ethnicity? (circle one or more)

African-American

Asian-American

Hispanic

Native-American

White

Other _____

If you have other comments or suggestions, add them below.

The next page has contact information that you will detach from this survey.

Thank you and congratulations on earning your degree in journalism!

DETACH THIS PAGE AND TURN IN SEPARATELY
(To protect your anonymity for the previous survey questions.)

Post-graduation contact information

Within a year of your graduation we would like to contact you through e-mail to see how you are doing and where you landed. This is important for assessment purposes to see if graduates are going into the field or other lines of work. We would like to send you an e-mail to a non-UA e-mail account (since the UA deletes those relatively quickly) so that you can take a quick online survey. We will not use this e-mail for any other purposes unless you authorize other uses below. Thank you!

Name:

Post-graduation e-mail (not your UA e-mail account):

Post-graduation phone number if you know what it will be (optional):

Post-graduation mailing address if you know what it will be (optional):

Check all that apply:

- ☐ **I would like to receive alumni news from the School of Journalism via e-mail.**
- ☐ **I would like to receive alumni mailings from the School of Journalism.**

Signature

Date

Name _____

Date _____

Journalism 105 First-Day Survey

Please complete the following survey. Nobody will see your answers except the instructor and the school assessment coordinator who tabulates total ratings. You can answer honestly – they will not affect your grade or how the instructor perceives you. This survey is an opportunity for you to assess your own thoughts about journalism, so please be honest. Also, these answers will help the instructor better understand where the class is coming from so the material can be adjusted to meet the needs of the students. All of these questions have relevance to the course. Again, please be honest in your answers and thanks!

First, a little bit about you...

1. What is your gender (circle one): Male Female
2. Age: _____
3. What city and state are you from (or country if not from the U.S.)?
4. Do you have journalism coursework or work experience in high school or community college? If so, what? (newspaper, yearbook, radio, etc.)
5. If you have a job, what do you do? How many hours a week do you work?
6. Tell me something about yourself to help me remember you.
7. What is your race/ethnicity? (please circle one or more – this is actually relevant to the course as you'll see later in the semester!)

White

African-American

Hispanic

Asian-American

Native-American

Other _____

Questions about your views of journalism

Below are some questions regarding your views toward journalism. Please answer honestly. A higher number means you more strongly agree with the statement.

	Strongly Disagree										Strongly Agree
1. Newspapers should be allowed to publish freely without government approval of a story.	1	2	3	4	5	6	7	8	9	10	
2. Musicians should be allowed to sing songs with lyrics that others might find offensive.	1	2	3	4	5	6	7	8	9	10	
3. People should be allowed to burn or deface the American flag as a political statement.	1	2	3	4	5	6	7	8	9	10	
4. Newspapers should be allowed to criticize public officials.	1	2	3	4	5	6	7	8	9	10	
5. The First Amendment goes too far.	1	2	3	4	5	6	7	8	9	10	
6. People should be allowed to put on their Web sites instructions for how to make simple bombs.	1	2	3	4	5	6	7	8	9	10	
7. People should be prohibited from saying things in public that might be offensive to religious groups.	1	2	3	4	5	6	7	8	9	10	
8. People should be able to criticize the government's war on terrorism.	1	2	3	4	5	6	7	8	9	10	
9. Newspapers should be allowed to print obscene words, such as the F--- word.	1	2	3	4	5	6	7	8	9	10	
10. People should be allowed to display in a public place art that has content that might be offensive to others.	1	2	3	4	5	6	7	8	9	10	
11. Newspapers should be allowed to freely criticize the U.S. military about its strategy and performance.	1	2	3	4	5	6	7	8	9	10	
12. The press plays a crucial role in society.	1	2	3	4	5	6	7	8	9	10	
13. Newspapers should be allowed to endorse candidates for public office.	1	2	3	4	5	6	7	8	9	10	
14. The press has too much freedom to publish whatever it wants.	1	2	3	4	5	6	7	8	9	10	

Next, I have a few questions about your thoughts about your journalism education...

1. Why do you want to major in journalism?

2. What job would you like to get when you graduate?

Below are some reasons students have given for becoming journalism majors. Please rate them on the scale for **how important that factor is in your decision to major in journalism**. Please indicate the strength of your agreement with the following statements by circling one of the five numbers following each statement. Please don't put a circle between numbers. Choosing Number 1 means you strongly disagree with the statement. Choosing Number 5 means you strongly agree with the statement.

	Strongly DISAGREE			Strongly AGREE	
I heard it's good training for law school.	1	2	3	4	5
I want to be a foreign correspondent.	1	2	3	4	5
I want to be famous/on TV.	1	2	3	4	5
I don't know what else to major in.	1	2	3	4	5
I want an exciting career.	1	2	3	4	5
I hear journalism is an easy major.	1	2	3	4	5
I can't get into the major I want.	1	2	3	4	5
I hate math.	1	2	3	4	5
I want to make the world a better place.	1	2	3	4	5
I want to be in sports journalism.	1	2	3	4	5
Quality of the program and faculty.	1	2	3	4	5
I want to do celebrity journalism.	1	2	3	4	5
I want to go into public relations.	1	2	3	4	5

News Career Inventory

The following is a “News Career Inventory,” developed by journalism scholars to help students assess their feelings about journalism. It is important that you respond to the items as they apply to you, and not as you think a hard news reporter should answer them, or how you think we would want you to respond. This is intended to help you decide whether you would be happy in a journalism major and career, so please answer honestly.

	Strongly DISAGREE			Strongly AGREE	
1. I think it’s important that the news media tell people about existing social problems.	1	2	3	4	5
2. I am curious about what goes on in my community.	1	2	3	4	5
3. I really like to read.	1	2	3	4	5
4. I ask a lot of questions.	1	2	3	4	5
5. I am picky about the words I use when I write.	1	2	3	4	5
6. I am able to construct written sentences that are easily read.	1	2	3	4	5
7. I like being the first to find out about what’s going on.	1	2	3	4	5
8. I am curious about what goes on in the world.	1	2	3	4	5
9. I am good at using correct grammar.	1	2	3	4	5
10. I like communicating information to others.	1	2	3	4	5
11. I enjoy working with words.	1	2	3	4	5
12. I am skeptical about those in charge and think they should be questioned.	1	2	3	4	5

THANKS!

Name _____

Date _____

Student Learning Observations by Faculty

Please take a few minutes to fill out this form regarding any curriculum assessment you might have conducted in the past year and any suggestions you might have for improving student learning and the curriculum. You might refer to the school's list of 12 learning outcomes attached – what we hope students will learn by the time they graduate. This information will be summarized in the annual assessment report for possible discussion at the annual fall retreat.

1. Did you conduct any learning assessment activities in your classes, beyond normal grading? (Examples: A survey handed out at the beginning and end of a course to measure progress; a debriefing with students by an outside faculty member.) If so, please explain.
2. Were your students this year particularly better or worse than previous years? If so, in what areas were they strong or weak? Do you have a sense of why that might be?
3. Based on your observations of students this past year, do you see any particular areas that are worth discussing for changes to the curriculum? (Examples: Addition of courses, additions of modules to different courses, additional/less instruction).

Please return by May 6 to the school outcomes assessment coordinator. Thanks!

Alumni Survey

This survey will be administered online on Illume or using some other online survey software. When seniors fill out their exit survey form they are asked for their non-UA e-mail. Every October the school will send an e-mail to people who graduated the previous May and December. The e-mail will direct them to the online survey and provide a password (only one survey can be completed per password). Survey results will be compiled and compared to the national statistics for job placement (a survey of communication students six months after they graduate). Findings will be summarized for the annual assessment report.

Survey text:

Thank you in advance for completing this survey of UA School of Journalism alumni. Your answers are very important to us for understanding where graduates land and learning ways we can better serve students.

This short survey is completely anonymous, and your responses cannot be linked back to you. This is your chance to be completely honest about your experiences and views. We look forward to your candor and constructive suggestions for improving education for future students.

1. What month/year did you graduate?
2. What is your current employment status?
 - a. Full-time job
 - b. Part-time job
 - c. Unemployed
 - d. Graduate school
3. If you are employed, are you working in the journalism field?
 - a. Yes
 - b. No
4. What kind of job do you have?
 - a. Daily newspaper reporting or editing
 - b. Non-daily newspaper reporting or editing
 - c. Television
 - d. Radio
 - e. Magazine
 - f. Photography
 - g. Public relations
 - h. Advertising
 - i. Web site
 - j. Graduate school

- k. Other (explain)
5. If you are not employed, what kind of job are you looking for? (open ended)
 6. Have you had at least one job offer since graduation? (yes/no)
 7. Does your job require you to write, edit or design for the Web? (y/n)
 8. In addition to your current employment situation, are you doing freelance work? (y/n)
 9. How do you feel about your job?
 - a. Very satisfied
 - b. Someone satisfied
 - c. Neither satisfied or dissatisfied
 - d. Someone dissatisfied
 - e. Very dissatisfied
 10. If you have a full-time job, what is your annual salary (your survey is anonymous)?
 11. What is your gender? (m/f)
 12. What is your minority status? (white or non-white)
 13. What state do you live in (or country if non-U.S.)?
 14. Do you regret majoring in journalism? (yes/no)
 15. While at the UA, did you work on student media? (y/n). If so, which outlet?
 - a. the Daily Wildcat
 - b. KAMP Radio
 - c. UATV
 - d. Other (fill in)
 16. While at the UA, did you do a media internship? (y/n) If so, how many?
 17. Please rank, in order, the most important aspects of your journalism education, with 1 being the most important:
 - Journalism skills classes (e.g., Reporting the News, RPA)
 - Journalism survey classes (e.g., Law of the Press, Ethics)
 - Journalism media courses (e.g., Epitaph, El Independiente)
 - Internships
 - Campus media
 - Personal contact with professors
 - Advising

Student groups (e.g., Society of Professional Journalists)

18. How satisfied are you with your education in the School of Journalism?
 - a. Very satisfied
 - b. Someone satisfied
 - c. Neither satisfied or dissatisfied
 - d. Someone dissatisfied
 - e. Very dissatisfied
19. What were the strengths of the journalism program? (open-ended)
20. What were weaknesses in the program? (open-ended)
21. What would you recommend the school do to improve? (open-ended)

Journalism Outcomes Assessment Test

University of Arizona School of Journalism

(To be administered online)

Name: _____

Student number: _____

Date: _____

Class (check one): Jour 205 Jour 490

Thank you for being a part of this important assessment tool intended to evaluate student learning in the School of Journalism. Nobody except your instructor and the school assessment coordinator will see the results of your test. We are most interested in compiling all of the results to look for overall trends and to provide quantitative measures of student progress for the school's accreditation report to the Accrediting Council on Education in Journalism and Mass Communication. The School of Journalism is one of only 114 accredited journalism programs in the country, and this assessment tool helps maintain that special status.

This test is given to students early in the program (Jour 205) and toward the end of the program (school student media classes). We compare the averages to see if there is improvement overall. If you are in Jour 205 we do not expect you to know the answers to all of the questions. But we hope you improve by the time you take the assessment later. The test has two parts. First is a multiple-choice section regarding media law, ethics, AP style, and other basic areas. The other is a story-writing assignment based on provided notes.

Do your best!

Sincerely,

David Cuillier
Interim Director
School of Journalism
University of Arizona
Tucson, Arizona 85721

02-01-2010

(TEST OMITTED SO IT'S NOT AVAILABLE TO STUDENTS BEFORE HAND)

THE UNIVERSITY OF
ARIZONA
TUCSON ARIZONA

Department of Journalism
College of Social & Behavioral Sciences
Marshall Building, Room 334

P.O. Box 210158B
Tucson, Arizona 85721
Phone: 520-621-7556
Fax: 520-621-7557

STUDENT ASSESSMENT PLAN
DEPARTMENT OF JOURNALISM
November 2004

Overview of Undergraduate Program

The Department of Journalism offers a bachelor's degree, and courses in an interdisciplinary International Journalism program. The department's mission is to provide students with the intellectual foundation and professional skills that are essential for journalists working in a global information age.

The department carries out this mission by combining theory and skills classes in a curriculum that includes required courses in media law, ethics, and the role of the press in a democratic society, accompanied by a core sequence of research, writing, and visual communication classes. All seniors are required to take a capstone class, which involves working for a news medium produced by the department that serves a real community. The department also provides funding for students to cover the state legislature each year. The students' articles are distributed through the department's Community News Service to news media in small cities and towns throughout Arizona.

The Journalism bachelor's degree program has been accredited for more than two decades by the Accrediting Council on Education in Journalism and Mass Communications. Under accrediting guidelines, skills classes are limited to 20 students, who receive continual feedback from the faculty about their research, writing, and oral presentations.

In addition to the undergraduate degree, the department offers courses in an International Journalism program developed in collaboration with the Center for Latin American Studies, the Center for Middle Eastern Studies, and the Department of Near Eastern Studies. The program is designed to enable students to learn how to produce informed, comprehensive reports about political, economic, and social issues in other countries, and the effects these issues have on the American people. The program involves classwork and fieldwork supervised by faculty members who have many years of experience covering Latin America and the Middle East. In Spring 2004, the first International Journalism class went to Chile

and produced a series of articles and photographs that were published in the *Tucson Citizen*.

The department assesses learning outcomes in numerous ways. As described above, the faculty incorporates into all core skills classes embedded assignments designed to foster critical thinking, information literacy, mathematical and problem-solving skills, as well as proficiency in writing and visual communication. Students in these classes submit final projects designed to help them evaluate which knowledge areas and skills they have mastered, and which need additional work. The department uses the University student-evaluation questionnaires for every class.

Students are encouraged to develop a portfolio of articles and photographs, as well as a résumé, which can be submitted on a voluntary basis for faculty critiques. Students are encouraged to pursue internships, and the senior undergraduate advisor acts as the department's internship coordinator. The department maintains an extensive alumni database, and many alumni who are executives and managers in the news media and other information industries hire Journalism graduates. This provides the department with important information about the students' learning outcomes, and enables the department to update the curriculum to ensure it is in line with professional standards.

To help new faculty utilize these instruments most effectively, the department has an annual orientation, during which new instructors are given a handbook that explains department assignment and grading policies, and provides sample syllabi. One experienced faculty member who has won several teaching awards has been designated by the Department Head as the mentor for new faculty.

The success of the department's program and assessment measures can be seen by the facts that students have obtained internships and employment with local, national, and international news media; have taken leadership positions with major news organizations, such as *The New York Times*; have produced articles and photographs that have changed federal and state laws and policies; and have won major journalism awards, including several Pulitzer Prizes.

Learning Outcomes for Undergraduate Program

Outcomes for All Majors

Understand the role of the press in a democracy. This requires knowledge of the historical and contemporary relationship among the press, the public, and the government, and the relevance of journalism to individuals, institutions, and society.

Understand the relationship between information and core democratic values. Be able to think critically about the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present.

Understand the legal framework in which the role and responsibilities of the press have evolved, including the Constitution, Bill of Rights, and federal and state court decisions concerning the news media.

Understand the regulatory and policy issues on the state, federal, and international levels that affect the norms, practices, and public perceptions of the news media in the United States.

Understand the relationship among journalism, information technology and society, and the ways in which technological developments affect the content and dissemination of news.

Understand the integrative nature of journalism, including cross-disciplinary contributions to other fields in the social and behavioral sciences, such as history and political science.

Understand the processes through which knowledge is generated in the field of journalism. Be able to use research methodologies for locating and evaluating information and sources, including principles of mathematics and statistical analysis.

Be able to organize research findings into verbal, written, or visual reports that utilize appropriate print, video, and web technologies to provide the public with information about the causes and consequences of events and issues.

Be able to function as a member of, and leader of, a team working to produce reports in a journalistic context.

Understand and be committed to the highest ethical standards, as articulated by professional journalism organizations.

Understand how to work as a journalist serving diverse, multicultural communities.

Be able to analyze and critically evaluate news coverage on the local, national, and international levels.

Be able to self-initiate opportunities for learning and discovery.

Be able to transfer knowledge and skills to other professions, and to assume leadership roles in an increasingly technological and knowledge-based society.

Assessment Activities for Undergraduate Program

Course-embedded evaluations of students' work

Each journalism class has embedded research, writing, and visual communication assignments designed to measure students' knowledge, and skills in the area of critical thinking, information literacy, mathematics, problem-solving and writing. Sample assignments include doing research and interviewing government officials about local issues, writing reports about speeches and government meetings, and analyzing data and writing articles explaining official reports, surveys, and polls to a general audience. All these assignments are modeled on standard types of professional assignments, so students have the opportunity to model professional norms and behaviors. All assignments are graded by faculty; no graduate teaching assistants are involved in the department's core curriculum. Assignments in many skills courses can be rewritten or re-photographed after the initial grade has been given, just as assignments in professional news media can be redone after an editor has had an opportunity to review the first draft of articles, or initial photographs. These rewrites or re-shoots also are graded by the faculty.

In required lecture classes in law, ethics, and the role of the press in society, embedded tests and research papers also measure critical thinking, information literacy, numeracy, and writing skills, as well as knowledge of legal and ethical standards in the United States and other nations, and philosophical frameworks for analyzing and resolving real-world problems.

Capstone courses

Students must choose among three capstone courses, all of which involve producing news media that serve real communities. In these classes, students do all the research, writing, photography, editing, and design. They also maintain the news medium's web site. Two courses involve newspapers. One is *El Independiente*, the bilingual newspaper that the department has been publishing for residents of South Tucson - whose population is 85 percent Latino - for more than a quarter-century. The other is the *Tombstone Epitaph*, which covers events and issues in that historic city. The third capstone course, Cat's Eye, involves producing reports for local television news programs.

In all these classes, students receive real-world experience with critical thinking, information literacy, problem-solving, oral presentations, teamwork, professional standards and behaviors, and written and visual communication.

Peer and team critiques

In reporting, editing, and visual communication classes, instructors organize peer critiques of research, writing, editing, and photography assignments. Some critiques are done verbally in class, and others are done in writing as out-of-class assignments. In newspaper capstone courses, more experienced students are the editors of the publication, while others are the staff. Editors and staffers collaborate on reporting and photography assignments, and editors provide a critique of the submitted work. Before publication, the faculty instructor also reviews and grades the work (as well as the editors' performance in supervising and editing each assignment). In the television course, students work in teams of two, and each assignment is given a critique by students in class, and reviewed by the instructors.

These critiques enable faculty to assess students' critical thinking, information literacy, verbal presentation, writing, and visual communication skills, as well as the ability to work as part of a team.

Independent study and research projects

Journalism students have the opportunity to prepare written proposals for independent study or research projects, and to present the projects to the individual faculty members with whom the students would like to work. The faculty usually supervises up to a dozen projects each year. These projects allow students to conduct in-depth explorations of specific knowledge areas, and offer additional opportunities for developing critical thinking, information literacy, problem-solving, oral presentation, writing, and visual communication skills about specific topics. In the past, such projects have included working with databases for a computer-assisted reporting project, and writing a research paper on the contributions of women photojournalists in the 19th Century.

Student evaluations of courses and instructors

The department utilizes the standard University teaching-evaluation forms in every class (including pre-session and summer session courses). The department considers four ratings to be especially important. They are overall rating of teaching effectiveness, overall course rating, overall amount learned, and students treated with respect. These ratings are specifically discussed in the Department Head's annual evaluation of each faculty member.

Faculty mentoring

Journalism provides formal and informal mentoring. Formal mentoring includes internship supervision, handled by the school's full-time internship coordinator. Other formal mentoring includes a special event held every semester in which faculty provide individual critiques of students' résumés, cover letters, clips, reels and online resumes and advice on job interviews.

Throughout the year, the faculty — all of whom have experience as journalists — also provide informal mentoring, including portfolio reviews, and assistance with locating job and internship opportunities. All these activities enable the faculty to do additional assessments of students' critical thinking, oral presentation, written and visual communication skills; ability to do self-evaluations and to work with a team; and level of professional awareness.

Student internships

Students are encouraged to apply for internships that offer genuine opportunities for experiential learning and professional critiques of their work. One unit of academic credit is provided for each semester of internship work; students may earn up to 3 units of credit in full-time summer internships. The school's internship program is coordinated by a full-time internship coordinator, who is in contact with intern recruiters and supervisors at news media and other information industries, and who reviews student reports of internship experiences. These programs offer students the opportunity to work as reporters, editors, and photojournalists at news media around the country. Students progress from entry-level internships to more competitive, paid ones such as those offered by the New York Times, Tribune Company, Village Voice Media, Dow Jones News Fund, American Society of Magazine Editors, American Association for the Advancement of Science, and other media companies and organizations.

Alumni networking

Journalism maintains an extensive alumni network, and many students are provided internships or hired by alumni working for news organizations, government information offices, or other information businesses throughout the country. These alumni provide continual feedback about student learning outcomes, from a professional perspective. They tell the Department Head and faculty how well students do on employment tests, which explore general knowledge, critical thinking, information literacy, and writing, editing, and visual communication proficiency. Alumni tell the department how well students perform on the job, noting strengths and areas in which Journalism could provide additional instruction or experiential learning.

Many alumni communicate with the department about their employment or graduate school experiences so this information can be included in the alumni newsletter that Journalism publishes twice a year. This information provides an informal snapshot of the professional performance of many department graduates.

External advisory council of professionals and educators

The Journalism Advisory Council comprises professionals from the news media and other information industries, as well as journalism educators. The local component of the Advisory Council includes journalists, executives, and educators from Arizona. The national component includes members who work for national news media, such as *The New York Times* and *The Wall Street Journal*. These professionals provide information about what these industries are looking for in terms of student's general knowledge and skills, which enable the faculty to update the curriculum and learning-outcome goals to provide cutting-edge professional instruction. The Journalism Advisory Council members also help establish contacts for internships and jobs.

The Accrediting Council on Education in Journalism and Mass Communications

Accrediting Standards for Assessment of Learning Outcomes

Retrieved Dec. 7, 2009, from
<http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML>

9. Assessment of Learning Outcomes

The unit regularly assesses student learning and uses results to improve curriculum and instruction.

Indicators:

- (a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction – next page.)
- (b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.
- (c) The unit maintains contact with its alumni to assess their experiences in the professions and to gain feedback for improving curriculum and instruction.
- (d) The unit includes members of journalism and mass communication professions in its assessment process.
- (e) The unit collects and reports data from its assessment activities and uses the data to improve curriculum and instruction.

Evidence:

A written statement on competencies
A written assessment plan
Alumni newsletters, surveys, reunions and other activities
Records on information collected from multiple measures of assessment and on the application of this information to course development and improvement of teaching

2. Curriculum and Instruction

The unit provides a curriculum and instruction that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts;
- apply tools and technologies appropriate for the communications professions in which they work.

Indicators:

(a) The unit requires that students take a minimum of 80 semester credit hours or 116 quarter credit hours outside of the unit and a minimum of 65 semester credit hours or 94 quarter credit hours in the liberal arts and sciences (as defined by the institution) outside of the unit. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

ACEJMC requires each unit seeking initial accreditation to include in its self-study report the number of semester or quarter hours taken in non-journalism and mass communications and in liberal arts, sciences and social sciences by all members of each graduating class in the two academic years before an initial accreditation visit.

Units seeking re-accreditation must determine the percentage of students meeting the 80/65 or 116/94 requirement, but they are not required to provide a full census of classes.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council.

(c) Instruction is demanding and current; achievements in teaching and learning are recognized and valued.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; a student-teacher ratio of 15-1 in skills and laboratory sections is strongly recommended and the ratio in each section should not exceed 20-1.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed one semester course (or its equivalent) if the internship is away from the institution, and, for the most part, supervised by media professionals rather than academics.

Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Evidence:

Student records and transcripts

Unit bulletins and brochures

Syllabi and other course materials

Records of teaching awards and citations, curricular and course development grants, attendance at teaching workshops, and publications and papers on teaching

Class rosters

Records and statistics on and evaluations of internships, with and without academic credit