ASSESSMENT PLAN FOR UNDERGRADUATE LEARNING OUTCOMES
SCHOOL OF JOURNALISM
Last Updated: August 2017
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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 informs citizens and enables them to participate in a democratic society in a meaningful way. Its mission is also to help students evaluate the role of the press in a multicultural society, so they can think critically about the ways in which the news media affect individuals, institutions and society. This objective includes enabling students to articulate and assess the legal and ethical issues integral to journalism. To that end, the school focuses exclusively on journalism, offering a bachelor’s degree, a master’s degree, and dual bachelor’s and 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 regular study-abroad programs in Costa Rica, Italy and the Middle East, as well as 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 and environmental journalism, given its strong partnerships with science units on campus.

The Journalism School’s bachelor’s degree program has been accredited for nearly five 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 11 core student learning outcomes for graduates, incorporating key principles from the school’s mission statement and all of the 11 professional values and competencies in the accreditation standards:

1. **Role of the press:** The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.

2. **Independence:** The student will apply the principles of freedom of speech and the press, and explain how these principles include the rights to monitor and criticize those in power, as well as to dissent.

3. **Law:** The student will recognize the legal frameworks in which the rights and responsibilities of the press have evolved in the United States and countries around the world and will be able to cite national constitutions, case law, statutes, policies, and international laws, as well as the social, political, and cultural contexts of those frameworks.

4. **Ethics:** The student will apply ethical principles in work, whether professional or academic, and work ethically in pursuit of truth, accuracy, fairness, and diversity. The student will describe the philosophical foundations of ethical decision-making.

5. **Critical thinking:** The student will recognize and describe the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present. The student will demonstrate creativity and independence in reporting and writing.

6. **Diversity:** The student will demonstrate an ability to work as a journalist serving diverse, communities in a global society, including the complexities of gender, race, ethnicity, sexual orientation, socio-economic status, and other forms of diversity. The student will demonstrate an understanding of the digital divide at home and globally.

7. **Theory:** The student will be able to describe fundamental communications theories as they relate to the use and presentation of information and images.

8. **Numeracy:** The student will be able to perform basic mathematical computations, evaluate statistical data, including public opinion polls, and detect innumeracy in the work of others.

9. **Research:** The student will effectively gather and critically evaluate information through interviews, observation, public records, and other methods central to journalism.

10. **Writing:** The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.

11. **Technology:** The student will demonstrate knowledge of software for video, photographic, and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology, and society, and the ways in which technological developments affect the content and dissemination of news.
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 11 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 or classes – that is the job of the faculty, school director and annual review process.

Innovation. Create a culture of innovation, openness and humility, striving to improve student learning through nonthreatening collaborative teamwork where risk and creativity are rewarded.

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, and then significantly revamped and expanded in 2011. 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, 2016 and 2017.

As a result of the 2012 accrediting council visit and the appointment of a new associate director who had assessment in her portfolio, the school undertook a radical reshaping of the assessment that led to the testing of every student as he or she entered the program and then as he or she left it. The school now has results from four academic years beginning in 2013-14, and each year, the faculty as a whole and the Faculty Undergraduate Curriculum Committee evaluate the results and integrate changes into the curriculum based on this data, completing the feedback loop.
Methodology
The school assesses student learning through several instruments that include more than 40 different learning measures – direct and indirect, quantitative and qualitative – expanding on the 2011-12 self-study for re-accreditation. Each assessment measure is to be gathered by June of each year by assigned staff and faculty, coordinated by the Associate Director, who 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 as well as the university's assessment site for students and the public, and results are incorporated into the accreditation self-study.

Assessment instruments are divided into two categories:
1. **Direct** instruments are based on student performance on assessment tests, including a core-knowledge test and a writing test, as well as a survey of technology. Direct measures also include an internship coordinator survey of how well students meet the school's outcomes.
2. **Indirect** instruments include faculty assessment of student performance, surveys, course evaluations, job placements, indirect feedback from employers, and vicarious measures like awards and GPA.

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. Data are gathered and analyzed, and, as part of a feedback loop, changes are made to the curriculum as a result of the analysis. Then, performance is measured to see whether the changes resulted in improvements, or whether further changes are needed. Recent changes include the structured integration of math for journalists and a renewed focus on accuracy and fact-checking at all levels of skills classes.
ASSESSMENT INSTRUMENTS

Direct 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 (Jour 490) courses. The test includes multiple-choice questions (online on D2L and in-class using Scantrons). 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 9 of the 11 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 the press in a democracy
   - Independence
   - Law
   - Ethics
   - Diversity
   - Writing
   - Numeracy
   - Theory
   - Technology (10 Likert-scale questions)

2. Pre- and Post-Writing test.
   The school administers a writing test to all students entering their first skills class, Jour 205 -- Reporting the News, and to all students as they finish their last writing class, Jour 490 -- School Media. The writing test assesses accuracy (fact-checking and numeracy), newswriting, legal knowledge and ethical decision-making, and critical thinking. All students in all sections devote an entire class period to this writing instrument. The work is evaluated by school professionals in blind grading each spring.

3. Internship supervisor surveys
   Internship supervisors have, for at least a decade, been asked to evaluate students according to professional journalistic standards. This has been an indirect survey. However, beginning in 2017-18, the school has undertaken a direct measurement by tying evaluation questions directly to the school’s outcomes. 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
- Writing skills
- Use of technology
- Leadership
- Critical thinking
**INDIRECT measures**

1. **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.

2. **Student internship survey**
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).

3. **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.

4. **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.

5. **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:
   - **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.

6. **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.

7. **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.

8. **Student clubs feedback**

   The 10 student clubs provide a forum for suggestions for curriculum changes, as well as giving the school feedback and direct information on issues involving diversity. This is an important, supportive environment for students to give feedback. One change that resulted from student club feedback last year was a drive to include in the classroom the work of more writers of color and more women as examples of journalistic excellence. Another was to pilot the use of drone technology experimentally, which later became a key component of a border-reporting class. The club advisors serve as liaisons between the clubs and the faculty, conveying important observations in real time so issues can be addressed quickly.
9. 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.

10. 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. 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.

11. 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.

12. 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. The 2005-06 re-accreditation report noted a heavy reliance on adjunct instructors, with more than half of courses taught by part-time instructors. But within four years, that percentage had dropped significantly.
### INSTRUMENTS TIED TO LEARNING OUTCOMES

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**LEARNING OUTCOMES AND SPECIFIC MEASURES**

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<td>Support for First Amendment index (7 questions on JAT exam)</td>
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<td><strong>4. Ethics</strong></td>
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<td>Pre- and Post-Writing Test</td>
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<td><strong>8. Numeracy</strong></td>
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<td>Pre- and Post Writing Test</td>
</tr>
<tr>
<td></td>
<td>Internship supervisor survey (1 question asking about writing)</td>
</tr>
<tr>
<td></td>
<td>Student intern survey (1 question about writing skills)</td>
</tr>
<tr>
<td><strong>10. Technology</strong></td>
<td>Self-report technology skill index (5 questions on JAT exam)</td>
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<tr>
<td></td>
<td>Internship supervisor survey (1 question asking about tech)</td>
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<tr>
<td><strong>11. Research</strong></td>
<td>Pre- and Post writing test</td>
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<tr>
<td></td>
<td>Internship coordinator survey</td>
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## LEARNING OUTCOMES COURSE MAP

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Role of the Press</th>
<th>Independence</th>
<th>Law</th>
<th>Ethics</th>
<th>Critical Thinking</th>
<th>Diversity</th>
<th>Theory</th>
<th>Numeracy</th>
<th>Research</th>
<th>Writing</th>
<th>Technology</th>
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<tbody>
<tr>
<td>105</td>
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<tr>
<td>203</td>
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<tr>
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<td>Reporting the News</td>
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<tr>
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<tr>
<td>306</td>
<td>Advanced Reporting</td>
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<tr>
<td>307</td>
<td>Multimedia</td>
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<td>313</td>
<td>Public Affairs reporting</td>
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<td>411</td>
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<tr>
<td>439</td>
<td>Ethics</td>
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<tr>
<td>490</td>
<td>Arizona Sonora News Service</td>
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</tbody>
</table>

**Key**
- Green: Introduction
- Blue: Practice
- Yellow: Mastery
The function of the press is very high. It is almost holy. It ought to serve as a forum for the people, through which the people may freely know what is going on. To misstate or suppress the news is a breach of trust.’

-- Justice Louis D. Brandeis, United States Supreme Court, 1916-1939

The descriptions are taken from the Course Goals and Objectives approved by the faculty of the School of Journalism in Fall 2016.

**Outcome** | **Specific classes in which this is addressed**
--- | ---
1. **Role of the press** | **JOUR 105 -- Principles of Journalism**
| Gain an overview of news journalism’s public service role in a democratic society.
| Become familiar with fundamental principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, justice, minimizing harm
| **JOUR 203 -- Photojournalism**
| Understand the importance of visual journalism as a communication tool in society and the power of the still image to convey information.
| **JOUR 208 -- Law and the Press**
| Understand fundamentals of the U.S. legal system, including sources of law and the interaction among them; describe unique role of press in American society
| **JOUR 313 -- Reporting Public Affairs**
| Understand and apply journalists’ duty to make government and its actions accessible to the public
| Understand and apply the role of the journalist as a watchdog on the government and others in authority, gaining confidence to question those in power
| **JOUR 439 -- Ethics and the News Media**
| Become careful consumers of news media.
| Understand classic ethical principles to ethical dilemmas in journalism.
| Learn about professional media standards, such as those described by the Society for Professional Journalists Code of Ethics.
| Gain knowledge about contemporary issues in journalism ethics, such as debates on online ethical standards and infotainment.
| **JOUR 490 -- Arizona Sonora News Service**
| Reporting stories fully with an emphasis on creating stories that have statewide interest.
| Evaluating the newsworthiness of stories in the public interest for readers around the state.

2. **Independence** | **JOUR 105 -- Principles of Journalism**
| Become familiar with fundamental principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, justice, minimizing harm
| Explain history and defend aim of First Amendment
JOUR 205 -- Reporting the News
- Describe journalists’ basic right to public records and their use in stories; access simple public records for news coverage, such as a police report. Defend the right of the press independently to access governmental information.

JOUR 208 -- Law and the Press
- Recall the history of news media regulation and freedom in colonial America and the United States.
- Describe the unique protections provided to U.S. journalists by the First Amendment.
- Recognize the presence or lack of similar protections in other nations

JOUR 313 -- Reporting Public Affairs
- Understand and apply journalists’ duty to make government and its actions accessible to the public.
- Apply fairness and balance, reflecting others’ points of view, ideas and information, and not just the majority view in government.

JOUR 105 -- Principles of Journalism
- Learn basics of journalism law, history and ethics

JOUR 205 -- Reporting the News
- Describe journalists’ basic right to public records and their use in stories; access simple public records for news coverage, such as a police report.

JOUR 208 -- Law and the Press
- Recall the history of news media regulation and freedom in colonial America and the United States.
- Describe the unique protections provided to U.S. journalists by the First Amendment, and evaluate why those protections are given.
- Recognize the relationship between professional journalism standards and the law.
- Identify ways to gather and report effectively without running afoul of laws concerning libel, privacy, and obtaining information.
- Describe how to use federal and state public records and public meeting laws, including use under circumstances when these uses are challenged.
- Recognize the basics of copyright law and its application to the use of copyrighted material for journalism purposes.
- Evaluate the importance of new legal questions being raised and settled as news technology advances, including social media.

JOUR 306 -- Advanced Reporting
- Use public access laws and open meetings laws in reporting.
- Apply knowledge of privacy, law and ethics to reporting and writing.

JOUR 313 -- Reporting Public Affairs
- Request information using Freedom of Information and public access laws.

JOUR 320 -- News Editing
- Identify stories that contain libel, privacy violations, illegal access, and suggest ways to fix them.
- Articulate standards for use of material obtained from confidential sources, including leakers and whistleblowers.

JOUR 439 -- Ethics and the News Media
o Evaluate the ways in which laws have been passed to correct and address ethical lapses by media.
o Identify the erosion of press rights through court action.

**JOUR 490 -- Arizona Sonora News Service**
o Use state, Federal and local laws to access information for stories.
o Demonstrate professional standards, including adherence to legal restrictions, in all conduct as a reporter for the News Service.

4. Ethics

**JOUR 105 -- Principles of Journalism**
o Become familiar with fundamental principles of journalism, such as truth-telling, watchdog reporting, accuracy, courage, tolerance, justice, minimizing harm

**JOUR 203 -- Photojournalism**
o Gain a basic understanding of copyright and ethical issues associated with photojournalism.

**JOUR 205 -- Reporting the News**
o Learn established professional and school standards related to news-gathering, reporting, writing and publishing work

**JOUR 208 -- Law and the Press**
o Recognize the relationship between professional standards of journalism and the law
o Identify ways to gather and report effectively without running afoul of laws concerning libel, privacy, and obtaining information

**JOUR 307 -- Multimedia**
o Identify ethical issues that arise in the gathering and production of multimedia content

**JOUR 320 -- News Editing**
o Apply knowledge and standards of ethics to decisionmaking across all types of stories, from news to features to multimedia.
o Identify stories containing ethical lapses and revise them.

**JOUR 439 -- Ethics and the News Media**
o Understand classic ethical principles to ethical dilemmas in journalism.
o Learn about professional media standards, such as those described by the Society for Professional Journalists Code of Ethics.
o Gain knowledge about contemporary issues in journalism ethics, such as debates on online ethical standards and infotainment.
o Compare American ideas about journalism ethics to those in other nations.

**JOUR 490 -- Arizona Sonora News Service**
o Demonstrate ethical conduct in gathering and disseminating news and features in southern Arizona.

5. Critical thinking

**JOUR 105 -- Principles of Journalism**
o Demonstrate critical thinking skills necessary to collect, evaluate, organize and disseminate news
o Analyze relative newsworthiness of various fact sets, using elements of newsworthiness (proximity, interest, importance, impact, timeliness)
o Articulate the differences between online news, broadcast news, magazine journalism, printed newspaper
Describe the media landscape today, including social media, changing audience
dynamics and the economics of news.

**JOUR 205 -- Reporting the News**

Build critical thinking skills needed to collect, evaluate, organize, and disseminate
news

**JOUR 208 -- Law and the Press**

Develop critical thinking skills necessary to understand how a journalist’s work
may impact or be impacted by the law

**JOUR306 -- Advanced Reporting**

Develop the ability to distinguish roles of stakeholders in various stories, and
evaluate and articulate the value of their claims and evidence

**JOUR 313 -- Reporting Public Affairs**

Learn how to determine who has power and how to interpret the impact of
government on peoples’ lives, learning about who’s in charge and who pays

Develop skills in critical thinking that enable digging deep, articulating complex
detail, backgrounding in depth on deadline

**JOUR 320 -- News Editing**

Learn better news judgment, applying tools of audience research and values to
decision-making.

**JOUR 439 -- Ethics and the News Media**

Apply ethical principles to situations you may encounter as a journalist. These
principles also will help you judge the ethical implications of the news you
consume as a citizen.

Provide a framework to think critically about the news media’s responsibilities.

**6. Diversity**  

**JOUR 105 -- Principles of Journalism**

Become familiar with the history of diversity in American journalism and its
importance in serving all the public

**JOUR 203 -- Photojournalism**

Report on diverse issues and populations in the community

**JOUR 205 -- Reporting the News**

Use diverse sources to reflect communities in story ideas and other written work

**JOUR306 -- Advanced Reporting**

Integrate multiple and diverse sources and voices into stories (more than 3-source
minimum of novice journalism)

**JOUR 313 -- Reporting Public Affairs**

Focus on the quality of people’s lives, not just government process, and seek
diverse sources, including those without voice in political processes.

**JOUR 439 -- Ethics and the News Media**

Consider the role of diversity and representation in providing a fair picture of
American society

**7. Theory**  

**JOUR 105 -- Principles of Journalism**

Become familiar with common theories of media effects, including spiral of silence,
hypodermic needle, third-person effects, status conferral, agenda-setting and more.

**JOUR 203 -- Photojournalism**
Understand the importance of visual journalism as a communication tool in society and the power of the still image to convey information.

JOUR 439 -- Ethics and the News Media
- Compare American ideas about journalism ethics to those in other nations.
- Analyze case studies about journalism ethics.
- Acquire skills to produce a research paper on ethics in journalism.

8. Numeracy

JOUR 105 -- Principles of Journalism
- Demonstrate knowledge of the basics of math for journalists, including percent change; mean, median and average; margin of error.

JOUR 203 -- Photojournalism
- Use math concepts for visual journalism, including focal lengths, shutter speeds, apertures, ISOs and how these interact to create correct exposures and depth of field. Associate the equations related to light, exposure and depth of field.

JOUR 205 -- Reporting the News
- Use more advanced math skills, such as simple percentage changes over time, year over year comparisons. Mean and median. Proportions. Frequencies. Style on numbers, intro to risk and statistics.

JOUR 306 -- Advanced Reporting
- Demonstrate sufficient math skills to make or evaluate claims for stories. Demonstrate use of per capita rates, ratios; database skills, statistics, risk, use of government statistics, interpretation of poll results. Make a neighborhood profile using a demographic analysis.

JOUR 307 -- Multimedia
- Use math concepts for multimedia journalism, including sorting databases and mapping data results in Google Fusion.

JOUR 313 -- Reporting Public Affairs
- Research and write on budgets, taxes, policy development, legal proceedings — always focused on how people’s lives are affected
- Demonstrate grammar and math authority, including interpretation of city, state and county budgets; tax rates and mills; capital and operating budgets; primary and secondary taxes, property taxes, sales tax, crowd counting, deficits vs. budget cuts.
- Refine computer assisted reporting (via Dream House assignment or another). Pull data and develop story ideas from the data. Analyze budgets and populations shifts and demographics; pros and cons of annexation on tax rates; other government statistics.

JOUR 320 -- News Editing
- Spot calculation errors, apples v. oranges comparisons, put numbers into context, with clarity. Use correct style on using numbers (addresses, years, ages, dates, measurements, etc.) Identify the misuse of numbers, ranges of numbers, relativity, risk, directional, area and volume measurements, metric, weather stats

9. Writing

JOUR 105 -- Principles of Journalism
- Write a simple news lede using set of facts
- Demonstrate knowledge of difference between primary and secondary sources
- Demonstrate attribution in journalism and relate it to plagiarism and fabrication cases
o Demonstrate use of third-person, neutral, objective writing with news lede, as opposed to the five-part essay so inculcated in high school

**JOUR 203 -- Photojournalism**

o Apply AP style to caption writing and incorporate SEO terms in the text-database fields.

**JOUR 205 -- Reporting the News**

o Gain emerging skills and experience in reporting and writing, regardless of platform, with attention to accuracy, fairness and completeness

o Build reporting and writing skills necessary in online, print or broadcast journalism

o Write breaking news about events such as accidents, crimes, fires, disasters, speeches, press conferences, meetings, and write short interviews with newsmakers

o Write basic news ledes: direct and indirect, as well as active voice vs. passive voice

o Describe the organizational structure and copy flow of a traditional news organization

o Write clear, concise sentence structure and flow; master possessives, titles, addresses, subject-verb agreement, passive v. active voice, basics of AP style.

**JOUR 306 -- Advanced Reporting**

o Build a range of different reporting experiences regarding various beats, including crime, business, health, education, environment

o Define a beat, in regard to identifying valuable sources, key players and story topics

o Generate and pitch story ideas and demonstrate good story management

o Develop a major reporting project

o Apply lede development, transitional phrasing and creating compelling conclusion

o Discern when a story needs revision, or re-reporting, or both

o Describe common story forms, from online to broadcast to print, with attention to structure and flow

o Demonstrate mastery of grammar, punctuation, spelling and AP style

**JOUR 320 -- News Editing**

o Make solid news judgments, assessing whether a story is fair, clear, concise and without reporting holes; fix problem stories for content issues.

o Fix structural flaws, including weak ledes, faulty transitions, poor organization and weak kickers

o Revise stories to eliminate problems of libel, ethics, fairness, tone, taste

o Develop speed in editing and rewrite whether for print or online; demonstrate strong handling of breaking news coverage

o Edit features without harming writer’s voice, style

**JOUR 313 -- Reporting Public Affairs**

o Report accurately how government actions affect individuals, business and community

o Demonstrate mastery in a variety of story types: hard/breaking; follow-up; feature; enterprise; in-depth

**JOUR 490 -- Arizona Sonora News Service**

o Report stories fully.

o Write them in a professional manner.

o Copy-editing others’ work (as well as preparing your work, and yourselves, for video, audio and other multimedia presentations).

o Create stories that have statewide interest.
10. Technology

**JOUR 205 -- Reporting the News**
- Use social media as a breaking news tool
- Build an online portfolio site for your journalistic work

**JOUR 203 -- Photojournalism**
- Explore the basics of multimedia by combining still images and audio to tell a story.
- Use software to edit and process still images, to edit and process audio, and to edit and create audio slide shows
- Solve technical problems that arise when using digital still cameras, digital audio recorders, microphones, computer hardware and digital imaging software
- Demonstrate use of social media for breaking news and its use, especially with images, to drive traffic to stories.

**JOUR 306 -- Advanced Reporting**
- Demonstrate journalistic use of social media tools for reporting.
- Apply computer assisted reporting to the newsgathering process, including identifying valid data, downloading databases, backing up reporting with data, building comparative tables, sorting data and using formulas in Excel.

**JOUR 307 -- Multimedia**
- Prepare to work as a journalist in today's newsrooms where the online and digital platforms are as important as traditional print or broadcast platforms
- Learn the latest trends in multimedia storytelling and production.
- Build storytelling skills in each medium used for multimedia production
- Learn how to use digital tools to collect and combine audio, still photographs, video, text and graphics to accurately tell a story for online distribution
- Apply online publishing skills to disseminate work

**JOUR 320 -- News Editing**
- Demonstrate an understanding of how content management systems work, including posts, edits, categories, etc.
- Write social media posts for journalistic articles and photography, demonstrating understanding of the best uses of Facebook, Twitter, Pinterest, YouTube and other platforms (A/B editing headlines)
- Write SEO heds and information boxes for the Web
- Demonstrate use of Google analytics to evaluate readership and engagement
- Use A/B approach to test headline success

11. Research

**JOUR 105 Principles of Journalism**
- Identify and differentiate between primary and secondary sources.
- Use correct attribution in writing, including journalistic attribution or footnotes, when appropriate.
- Exercise interviewing techniques in primary-source interviews.
- Identify scholarly works relevant to research on a journalistic figure from history.

**JOUR 205 -- Reporting the News**
- Demonstrate basic news-gathering techniques of questioning, interviewing, observation and online sites.
- Evaluate and identify reliable sources of information and evaluate the credibility of Internet information
- Conduct simple interviews an/or Q&A and take notes well enough to record verbatim quotations; develop good questions and active listening
JOUR306 -- Advanced Reporting
  o Find, interpret and use peer-reviewed research

JOUR 313 -- Reporting Public Affairs
  o Access publicly available data for research in various projects of interest to the public.
  o Identify and differentiate accurate and useful sites from fake sites

JOUR 439 -- Ethics and the News Media
  o Acquire skills to produce a research paper on ethics in journalism.

For more specific outcomes, please see document on course goals and objectives, which outlines these in more detail.
RESULTS OF OUTCOMES ASSESSMENT, 2012-2017
Updated each June and posted to the school “Report Card” webpage

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<thead>
<tr>
<th>Assessment Test</th>
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<th>2015-16</th>
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<tr>
<td></td>
<td>105</td>
<td>490</td>
<td>Diff</td>
<td>105</td>
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<td>Press and Democracy</td>
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<td>Law of the Press</td>
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Multiple-choice test

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<th>2015-16</th>
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<td>Critical Thinking</td>
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<td>Ethics</td>
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Critiqued on a scale of 1-5, with 1 indicating "auto fail" and 5 indicating "mastery" (2012-13 was just spring semester)

<table>
<thead>
<tr>
<th>Tech Comfort</th>
<th>2012-13</th>
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<th>2015-16</th>
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<tr>
<td></td>
<td>105</td>
<td>490</td>
<td>Diff</td>
<td>105</td>
</tr>
<tr>
<td>Still Images</td>
<td>32%</td>
<td>57%</td>
<td>25%</td>
<td>39%</td>
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<tr>
<td>Sound</td>
<td>18%</td>
<td>47%</td>
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<td>Images and Sound</td>
<td>29%</td>
<td>47%</td>
<td>18%</td>
<td>24%</td>
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<tr>
<td>Video</td>
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<td>Media Platforms</td>
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<td>Photoshop</td>
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<tr>
<td>Average</td>
<td>20%</td>
<td>36%</td>
<td>16%</td>
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Percent of students who reported they were "very comfortable" using the technology (2012-13 was just spring semester)
APPENDICES: FORMS, SURVEYS AND TESTS
University of Arizona  
2011-16 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).

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Poor</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>Excellent</th>
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<td>Research/Reporting Skills</td>
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<td>Meeting Deadlines</td>
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<td>Responsiveness to Criticism</td>
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</table>
### Other Skills Unique to Position

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Excellent</th>
<th>N/A</th>
</tr>
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<tr>
<td>1.</td>
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<td>1 2 3 4 5</td>
<td>Excellent</td>
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<td>2.</td>
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<td></td>
<td>1 2 3 4 5</td>
<td>Excellent</td>
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<tr>
<td>3.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

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:  ________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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Supervisor’s name and phone number: ________________________________

________________________________________  Date
Organization Supervisor’s Signature

________________________________________  Date
Student’s Signature (if jointly completed)

Please complete and return this form to Renee Schafer Horton, Internship Coordinator, School of Journalism, PO Box 210158B, Tucson, AZ 85721-0158, or fax to (520) 621-7557.
2016-7 INTERNSHIP SUPERVISOR QUESTIONNAIRE
University of Arizona School of Journalism

NEWS ORGANIZATION ____________________________________________

INTERNSHIP SUPERVISOR NAME ________________________________

PHONE NUMBER: ____________________________________________

EMAIL:_______________________________________________________

INTERN NAME _____________________________________________

DESCRIBE JOB DUTIES of the intern

DESCRIBE WHAT HE OR SHE ACCOMPLISHED. Please be as specific as you can.

Do you have any suggestions for how the School of Journalism curriculum could be improved, based on your experience with this intern?
Here is a list of outcomes that the journalism school sets for students. Think about your intern's experience and whether any of these outcomes were enhanced by the internship.

Rank from 1 (not enhanced) to 5 (enhanced a lot). Choose n/a if not applicable.

**Role of the press:** The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.

<table>
<thead>
<tr>
<th>Not Enhanced</th>
<th>Enhanced a lot</th>
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<tbody>
<tr>
<td>1</td>
<td>5</td>
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<tr>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
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<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Independence:** The student will apply the principles of freedom of speech and the press, and explain how these principles include the rights to monitor and criticize those in power, as well as to dissent.

| 1          | 2          | 3          | 4          | 5          | N/A                      |

**Law:** The student will recognize the legal frameworks in which the rights and responsibilities of the press have evolved in the United States and countries around the world and will be able to cite national constitutions, case law, statutes, policies, and international laws, as well as the social, political, and cultural contexts of those frameworks.

| 1          | 2          | 3          | 4          | 5          | N/A                      |

**Ethics:** The student will apply ethical principles in work, whether professional or academic, and work ethically in pursuit of truth, accuracy, fairness, and diversity. The student will describe the philosophical foundations of ethical decision-making.

| 1          | 2          | 3          | 4          | 5          | N/A                      |

**Critical thinking:** The student will recognize and describe the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present. The student will demonstrate creativity and independence in reporting and writing.

| 1          | 2          | 3          | 4          | 5          | N/A                      |

**Diversity:** The student will demonstrate an ability to work as a journalist serving diverse, communities in a global society, including the complexities of gender, race, ethnicity, sexual orientation, socio-economic status, and other forms of diversity. The student will demonstrate an understanding of the digital divide at home and globally.

<table>
<thead>
<tr>
<th>Not enhanced</th>
<th>Enhanced a lot</th>
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<td>1</td>
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<td>2</td>
<td>4</td>
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<td>4</td>
<td>2</td>
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<tr>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Theory: The student will be able to describe fundamental communications theories as they relate to the use and presentation of information and images.

1 2 3 4 5 N/A

Numeracy: The student will be able to perform basic mathematical computations, evaluate statistical data, including public opinion polls, and detect innumeracy in the work of others.

1 2 3 4 5 N/A

Research: The student will effectively gather and critically evaluate information through interviews, observation, public records, and other methods central to journalism.

1 2 3 4 5 N/A

Writing: The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.

1 2 3 4 5 N/A

Technology: The student will demonstrate knowledge of software for video, photographic, and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology, and society, and the ways in which technological developments affect the content and dissemination of news.

1 2 3 4 5 N/A
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: Renee Schafer Horton  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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I achieved my learning goals during the internship.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I improved my professional skills (writing, video, etc.).</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I experienced some of the realities of working in the profession/field.</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I successfully completed my assigned responsibilities and duties.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Work Environment:</th>
</tr>
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<tbody>
<tr>
<td>Clarity of organizational structure</td>
</tr>
<tr>
<td>Access to necessary materials and/or equipment</td>
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<tr>
<td>Collegiality/friendliness of the employees</td>
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<tr>
<td>Attitude of respect for interns</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Support and Feedback:</th>
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</thead>
<tbody>
<tr>
<td>From your supervisor</td>
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<tr>
<td>From other employees with whom you interacted</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunity to be Creative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willingness of others to consider your ideas</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Interaction with Others:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to contribute to a team project</td>
</tr>
<tr>
<td>Questions were encouraged and answered.</td>
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<tr>
<td>Access to one or more mentors (supervisor or employees)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Evaluation of Internship (circle one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrible  Unsatisfactory  Neither good nor bad  Satisfactory  Superior</td>
</tr>
</tbody>
</table>

Additional Comments (use back page or additional page):

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 as it will help us adjust the curriculum to serve student needs better. This is anonymous so that we can get your honest appraisal and candor about the program. Thank you!

1. Why did you decide to major in journalism?

2. Which course did you learn from the most, and why? The least, and why?

3. Why did you choose the UA School of Journalism intentionally, and what factors played a role in that decision?

4. Do you have a job lined up for after graduation? If so, what is it?

5. If not, what kind of job would you like to get?

6. Now that you’re about to graduate, have your thoughts toward majoring in journalism changed and if so, in what way?
7. Regarding your thoughts about being a journalism major, please rate the following statements:

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

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?

Here is a list of outcomes that the journalism school sets for students. Assess how well you feel you mastered these outcomes.

Rank from 1 (not enhanced) to 5 (enhanced a lot). Choose n/a if not applicable.

Role of the press: The student will be able to describe the role of the press in a democracy, as well as the historical and contemporary relationships among the press, the public and the government. The student also will be able to articulate the relevance of journalism to individuals, institutions and society.

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<td>1 2 3 4 5</td>
<td>N/A</td>
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1  2  3  4  5  N/A

Law: The student will recognize the legal frameworks in which the rights and responsibilities of the press have evolved in the United States and countries around the world and will be able to cite national constitutions, case law, statutes, policies, and international laws, as well as the social, political, and cultural contexts of those frameworks.

1  2  3  4  5  N/A

Ethics: The student will apply ethical principles in work, whether professional or academic, and work ethically in pursuit of truth, accuracy, fairness, and diversity. The student will describe the philosophical foundations of ethical decision-making.

1  2  3  4  5  N/A

Critical thinking: The student will recognize and describe the ways in which political, economic, cultural, and social factors influence, and are influenced by, the information that the news media present. The student will demonstrate creativity and independence in reporting and writing.

1  2  3  4  5  N/A

Diversity: The student will demonstrate an ability to work as a journalist serving diverse, communities in a global society, including the complexities of gender, race, ethnicity, sexual orientation, socio-economic status, and other forms of diversity. The student will demonstrate an understanding of the digital divide at home and globally.

Not enhanced  Enhanced a lot
1  2  3  4  5  N/A

Theory: The student will be able to describe fundamental communications theories as they relate to the use and presentation of information and images.

1  2  3  4  5  N/A
Numeracy: The student will be able to perform basic mathematical computations, evaluate statistical data, including public opinion polls, and detect innumeracy in the work of others.

1 2 3 4 5 N/A

Research: The student will effectively gather and critically evaluate information through interviews, observation, public records, and other methods central to journalism.

1 2 3 4 5 N/A

Writing: The student will show that he or she writes correctly and clearly with attention to style, spelling and grammar, as well as clarity, accuracy and fairness.

1 2 3 4 5 N/A

Technology: The student will demonstrate knowledge of software for video, photographic, and online storytelling, as well as other technologies used by the profession. The student will be able to describe the relationship among journalism, information technology, and society, and the ways in which technological developments affect the content and dissemination of news.

1 2 3 4 5 N/A

9. Please rate the following statements about the School of Journalism’s academic advising:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>I accomplished what I needed with advising</td>
<td>1 2 3 4 5</td>
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<tr>
<td>The advisor understood my questions.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>The advisor responded to emails promptly.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>I felt better when I left the advising office.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>The advisor explained requirements clearly.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>I felt confident in the information my advisor provided to me.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>I was satisfied with my advisor’s attempts to understand my academic concerns.</td>
<td>1 2 3 4 5</td>
<td></td>
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35
10. Please list any suggestions you may have to make the journalism program stronger (classes that should be added, access to faculty, advising, etc.):

11. If you have any additional feedback (re: professors, advising, internship help, study abroad, etc.), please offer it in this space:

**Background and demographics**

Gender: Male    Female                Age: ________________________________

Race/ethnicity (circle all that apply):
- African-American
- Asian-American
- Hispanic
- Native American
- White
- Other________________________

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 or NO

Did you receive financial aid while studying at the School of Journalism?

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

Have you had one (or more) journalism internship or apprenticeship? If so, what were they?

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

Thank you, and congratulations on earning your degree in journalism!
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

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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 ________________________________


Next, 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.

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

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

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:
   a. Journalism skills classes (e.g., Reporting the News, RPA)
   b. Journalism survey classes (e.g., Law of the Press, Ethics)
   c. Journalism media courses (e.g., Epitaph, El Independiente)
   d. Internships
   e. Campus media
   f. Personal contact with professors
   g. 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: ______________________________

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  

02-01-2016
(TEST OMITTED SO IT'S NOT AVAILABLE TO STUDENTS BEFORE HAND)
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 presession 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.
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