

# University of Louisiana at Lafayette

## Detailed Assessment Report 2015-2016 Mass Communication BA - Journalism

As of: 11/01/2016 03:06 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

### Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

---

#### SLO 2: Internship competence

Graduating seniors should have the skills and abilities needed for entry-level work in advertising professions, as judged by internship supervisors.

#### Related Measures

##### **M 2: Intern collective GPA from supervisors' evaluation forms**

Journalism professionals who supervise interns fill out an evaluation form for each student. Supervisors are asked rate the overall competency of each student on a scale ranging from A+ to F. The collective GPA for all interns is calculated from these evaluation forms.

Source of Evidence: Field work, internship, or teaching evaluation

#### **Target:**

The department expects 75% of students to score at least a "C" average on the internship evaluations

#### **Finding (2015-2016) - Target: Met**

Only one journalism student completed an internships in the Spring 2016 semester. To increase the sample, we are analyzing the internship performance of this student, as well as journalism students who took the class in the Fall 15 and Summer 16 semesters. A total of four students completed their internships in one of these semesters. On a scale from 1 (poor) to 5 (excellent) three of the students received a rating of 5, and one received a rating of 4. In other words, the entire group's average was 4.75 (95%, or a solid A), which surpasses the target for this measure.

#### **Related Action Plans (by Established cycle, then alpha):**

##### **Revise target**

The journalism faculty will meet next semester to revise upward the target for the internship evaluations.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

##### **Relationships (Measure | Outcome/Objective):**

**Measure:** Intern collective GPA from supervisors' evaluation forms | **Outcome/Objective:** Internship competence

##### **Continue applying current standards**

We will continue to apply the current methods and standards to ensure that the current good results are consistent over time.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Intern collective GPA from supervisors' evaluation forms | **Outcome/Objective:** Internship competence

### **Maintain course and develop relationships**

The satisfactory performance suggests that we maintain the current activities and requirements in regards to internships. In addition, the class will be further improved by strengthening relationships with current entities which offer internships and by establishing new relationships. Some improvements will be made to the class mechanics. For example, the current system used to evaluate both the interns and the internships uses paper documents. This system will be moved online.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Intern collective GPA from supervisors' evaluation forms | **Outcome/Objective:** Internship competence

### **SLO 3: Preparation for entry-level position**

**Students are prepared to obtain an entry-level journalism job.**

Students provide evidence that they have acquired the knowledge and skills to obtain an entry-level job in a journalism profession covered by our courses.

#### Related Measures

#### **M 3: Portfolio evaluation by professionals**

As they enter upper-division course work within the field, students take a "Principles of Journalism" course. They begin compiling a portfolio of professional work that will include products developed in all subsequent skills courses, including their internship. In the capstone course, students' completed portfolios are evaluated by journalism professionals.

The evaluator rates each portfolio using a 1(min) - 20 (max) scale on fourteen items that together assess the strength of student's preparation in the desired profession.

Source of Evidence: Portfolio, showing skill development or best work

#### **Target:**

We expect at least 75 % of our students to average at least a "C" on the portfolio reviews, which is a 3.75 on a 0 to 5 scale and 75% on a 0-100 scale.

#### **Finding (2015-2016) - Target: Not Reported This Cycle**

Portfolio data was not analyzed for journalism students for the Spring 16 semester.

#### **Related Action Plans (by Established cycle, then alpha):**

#### **Improve data collection procedure**

The journalism faculty will meet to devise a more efficient data collection procedure which will allow a more timely and detailed reporting of results.

**Established in Cycle:** 2013-2014

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Portfolio evaluation by professionals |

**Outcome/Objective:** Preparation for entry-level position

#### **Raise grade bar**

The journalism faculty will meet in Fall 2015 to explore the feasibility of raising the bar to a grade of B, rather than a C for at least 75% of the portfolios.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Portfolio evaluation by professionals |

**Outcome/Objective:** Preparation for entry-level position

#### **Collect and report portfolio data more consistently**

Refine the portfolio review procedures so that we collect and report data consistently, at least one semester each academic year.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Portfolio evaluation by professionals |

**Outcome/Objective:** Preparation for entry-level position

### **SLO 4: Writing and AP Style**

Students should write correctly and clearly in forms and styles appropriate for journalism professions and audiences.

#### Related Measures

##### **M 4: Writing, Editing and AP style exam**

Students will be given a standard grammar/spelling/punctuation Associated Press style pre-post test during the news writing course (CMCN 212), which is mandatory. The pre-test is used for benchmarking purposes. The results of the post-test, which reflect students' writing skills at the end of the class will constitute the usable data for this measure.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

#### **Target:**

At least 75% of the students must average at least a B (80% of the points) in the post-test to consider this objective met.

#### Finding (2015-2016) - Target: Met

A total of six journalism students were enrolled in the writing course in the Spring 2016 semester. Their scores on the writing test ranged from a minimum of 58 to a maximum of 98, with a mode of 88 (n = 2). Analyzing the top 75% of the scores revealed that the average grade was 88%, corresponding to a high-range B, which meets the objective and the target for

this measure.

**Related Action Plans (by Established cycle, then alpha):**

**Raise requirements standards**

The journalism faculty will meet in Fall 2015 to explore the feasibility of raising the requirements standards for journalism students.

**Established in Cycle:** 2014-2015

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Writing, Editing and AP style exam |

**Outcome/Objective:** Writing and AP Style

**Maintain current procedures and requirements**

Maintain the current procedures and requirements in regards to the writing course for journalism students.

**Established in Cycle:** 2015-2016

**Implementation Status:** Planned

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Writing, Editing and AP style exam |

**Outcome/Objective:** Writing and AP Style

**Analysis Questions and Analysis Answers**

---

**How were assessment results shared and evaluated within the unit?**

By email to the program coordinator for sharing with faculty within each program.

**Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?**

Matching interns with internship positions worked well and was reflected in the positive evaluation of interns by their respective supervisors.

Collecting portfolio data more consistently and more rigorously lead to better portfolios.

Improving relationships with internship entities resulted in more and more adequate internships

**What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?**

1. A major learning was that perhaps our measurement goals and procedures for the university-wide SACS accreditation need to be more aligned with measurement goals and procedures for ACEJMC accreditation.
2. Related to this learning is the realization that many insights for the development of the program in general – meaning across the five undergraduate programs and the one graduate program – came from quantitative and qualitative data collected more traditionally, outside of this measurement process. Such data include student feedback, as well as input from portfolio reviewers, other professionals in the field, as well as the professional and academic development of individual faculty members. The suggestion

here is that perhaps our concept of data should be refined to include qualitative and indirect measures.

3. Another learning was that faculty buy-in needs to be improved.

Putting together learning 2. and 3. we conducted a faculty retreat where all the full-time faculty participated. The general result of the retreat is that two of our undergraduate programs are now merged (advertising and public relations), and the other three will undergo considerable updates and upgrades which should bring them into the 21<sup>st</sup> century. For example, digital media in general and social media in particular will place more prominently in the skills courses, and a new minor in social media will be offered to non-majors.