

## College/School/Major Division Assessment Results for 2012-2013

- 1) College/School: College of Arts and Letters
- 2) Review your student learning outcomes (SLOs). Please update as needed. The outcomes can be found at <http://www.missouristate.edu/assessment/131536.htm>.
- 3) Indicate where your SLOs are published:
  - College/School/Major Division website. Provide URL:  
<http://coal.missouristate.edu/AdminResources.asp>
  - Student handbook. Provide URL, if available online: Click here to enter text.
  - Information sheet, flyer, or brochure. Provide URL, if available online: Click here to enter text.
  - MSU undergraduate course catalog. Provide page number(s): Click here to enter text.
  - MSU graduate course catalog. Provide page number(s): Click here to enter text.
  - Course syllabi. Provide URL, if available online: Click here to enter text.
  - Office of Assessment Website (in College Assessment Plans from 2012):  
<http://www.missouristate.edu/assessment/131536.htm>
  - Other: Click here to enter text.
- 4) For your college/school, the approximate percent of **departments** that have SLOs explicitly stated on a website or other publicly available document is as follows:

0%
- 5) Did your college/school engage in any college assessment activities between July 1, 2012 and June 30, 2013? (e.g., establishing/revising outcomes, aligning the curriculum to outcomes, collecting evidence, interpreting evidence, using results, revising and assessment plan, setting assessment goals, sharing assessment results, creating surveys or tests, etc.)?
  - Yes
  - No
- 6) Approximately what percent of **departments/programs** in your college/school/major division engaged in assessment activities between en July 1, 2012 and June 30, 2013?

100%

*Please select a department or program from your college/school/major division to answer the following questions:*

- 7) For the period of June 1, 2012-June 30, 2013, state the assessment question(s) and/or assessment goals of the department or program you selected. Explain what inspired the assessment question or goal that guided the department or program's assessment work for the year.

Program selected: Media, Journalism, and Film

The department has three areas (Media, Journalism, & Film). These areas are on a three – year rotation for assessment. This past year, both tracks of the journalism program, Print/Internet Journalism (PINT) and Broadcast Journalism (BJ), and one Departmental SLO on Ethics were assessed. The department wanted to know if journalism students in MJF are acquiring the skills needed to successfully practice journalism and if students in all majors were learning to become ethical leaders. Basic question: Are students learning what MJF thinks is important in journalism and ethical practices?

Specific SLOs assessed:

Journalism SLOs:

- PINT SLO 1: Students will be able to create journalistic works that would be publishable in a professional news outlet
- BJ SLO 1: Students will be able to understand traditional news values including timeliness, impact, proximity, prominence, conflict, novelty, drama
- PINT and BJ SLO 2: Students will be able to demonstrate the ability to understand the packaging of news across various media platforms
- PINT and BJ SLO 3: Students will be able to demonstrate the ability to critically analyze information

Department SLO #3 Ethics

- Students will be able to demonstrate a clear understanding of the standards of ethical issues

- 8) State evidence used to indicate how well **students** achieved those goals:

- a. Direct measure(s): (could include a sample of student work analyzed by faculty to find strengths and weaknesses, faculty observations based on student work, or certificate or licensure exam, test results, etc.)

MJF used a variety of assessment tools including: stories written in JRN 270 Introduction to Journalism and JRN 370 News Reporting and Writing; scripts from JRN 381 Broadcast News Writing, JRN 481 Broadcast News Reporting and Producing, JRN 388 Electronic News Gathering, and JRN 592 Newscast Practicum; rundowns (a blueprint of a news show) from JRN 381 Broadcast News Writing and JRN 481

Broadcast News Reporting and Producing; a final exam ethics question from JRN 270 Introduction to Journalism; an ethics essay from MED 220 Case Studies in Mass Media; and public affairs case study projects from MED 581 Media Ethics.

During Fall 2012, the department engaged in a trial run, which caused some modification to one SLO and the rubric. The actual assessment was completed in Spring 2013.

- b. Indirect measure(s): (student surveys, focus groups, exit interviews, alumni surveys and feedback, employer surveys, course evaluations, NSSE, University Exit Exam, etc.)

None

9) Who interpreted or analyzed the evidence that was collected? (Check all that apply.)

- Course instructor(s)
- Faculty committee
- Ad hoc faculty group
- Department chairperson
- Persons or organization outside the university (Nick Carboni, KOLR-10, for BJ)
- Faculty advisor
- Staff advisor (e.g., from student support services)
- Students (graduate or undergraduate)
- Dean/Director
- Other: [Click here to enter text.](#)

10) How did they evaluate, analyze, or interpret the evidence? (Check all that apply.)

- Used a rubric or scoring guide
- Scored exams/tests/quizzes
- Used professional judgment (no rubric or scoring guide used)
- Compiled survey results
- Used qualitative methods on interview, focus group, open-ended response data
- External organization/person analyzed data (e.g., external organization administered and scored the nursing licensing exam)
- Other: [Click here to enter text.](#)

11) State the results of the assessment question(s) and/or assessment goal(s) stated in Question 7.

From the real journalism assessment

- o Some classes reflected where students should be in their skill progression.

- Some classes did not reflect SLOs. Ex: SLO 2 was not reflected in JRN 270 Introduction to Journalism and JRN 370 News Reporting and Writing.
- Students generally have poor journalism writing skills. Ex: Associated Press style.
- There is inconsistency in what full-time faculty and per course faculty are accomplishing in classes with multiple sections, especially JRN 270 Introduction to Journalism.
- MJF determined specific areas of students' strengths and weaknesses. Ex: Strength in spelling (perhaps because of Spellcheck; weakness in grammar and punctuation, especially commas).
- International students face writing challenges and cultural differences that often make journalism classes difficult for them.
- MJF did not assess an adequate number of assignments to get meaningful data.
- It was difficult to calculate data accurately using the paper assessment form MJF created.

#### From the Ethics assessment

- Ethics is discussed more in the journalism curriculum than in the production and media studies classes.
- MJF thought the Department SLO 3 Ethics worked well in the trial assessment, but the real assessment showed MJF needed to make some changes in how it was assessed.
- JRN 270 Introduction to Journalism should be eliminated from this SLO because the SLO is too advanced for this introductory class and only journalism majors are required to take it.
- Using a combined essay question in MED 220 Case Studies in Mass Media that asks students about their understanding of Social Responsibility Theory and Media Literacy proved to be too broad resulting in essays that are not focused on ethics.
- MJF should eliminate Part 2 of the Public Affairs Case Study project that asks students to write a personal statement that discusses their progress as an ethical leader in their chosen media field beginning with their MED 120 Mass Media in Society class. It also asks them to reflect on what they have learned about ethical leadership over the past four years at Missouri State University. Many students are transfers who did not take MED 120 at MSU, and Part 1 of the Case Study Project already asks them for a personal response to the media case study they have chosen to analyze. MJF found that Part 2 was not needed because it provided less insight into how well MJF met this SLO.

12) State how the program used the results or plans to use the results. (For example, was there a department meeting(s) to discuss data about student learning? "Using the results" can range from changes to the presentation of the material in a course to a faculty meeting or discussion about changes to minor and major curriculum changes).

#### Journalism

- MJF created a PINT Journalism Program Review Committee that met in Summer 2013 to determine recommendations based in part on assessment findings. MJF will present to the full faculty in Fall 2013 recommended updates to the PINT curriculum with a goal of better preparing PINT majors for the realities they face during internships and once they graduate.
- MJF appointed a full-time faculty member to meet with JRN 270 Introduction to Journalism per course faculty to make sure class goals and assignments are consistent across multiple sections.
- MJF decided to implement additional class assignments and exercises to address major areas of student deficiencies beginning in Fall 2013. Ex: Teach grammar and journalism style in context rather than through quizzes and creating a formalized process to

- incentivize students to read more news, i.e., blogging about stories and analyzing story structures, leads, etc.
- MJF met with Miko McFarland, Study Away Advisor, to explore ways to get international students who have higher level English writing and speaking skills into the journalism program. MJF is still considering options including additional program admission requirements (tests and interviews) and better communication with international students and universities abroad about the proficiencies students need before arriving at MSU.
- To get more meaningful data and increase the number of assignments MJF is assessing, next time MJF will add assignments from JRN 372 Public Affairs Reporting, JRN 376 Business Reporting, JRN 477 Publications, JRN 378 Multimedia Journalism, JRN 476 Editing, JRN 374 Opinion Writing and additional assignments from JRN 370 News Reporting and Writing and JRN 270 Introduction to Journalism.
- To make it easier to calculate data accurately, next time MJF will use an electronic database system.
- MJF removed some classes from the assessment of some SLOs. Ex: Not using JRN 270 to assess SLOs 2 and 3 because students are not asked to do it.
- MJF created plans to make sure it communicates SLOs and the assessment process to per course instructors.
- MJF realized PINT students must have more multimedia skills including being able to shoot and edit video, so the department is recommending requiring JRN 378 Multimedia Journalism for all PINT majors. MJF should also change the number from JRN 378 to JRN 478 to signal that it is as a higher level class and to better reflect where it should fall in students' skill progression.
- MJF will recommend adding MED 365 Digital Film and Media Production to the list of suggested electives and encourage students who want to develop more multimedia production skills to take it.
- MJF will recommend changing the number of JRN 372 Public Affairs Reporting to JRN 472 to better reflect it as a capstone class for PINT majors.
- MJF will recommend changing the name of JRN 476 Newspaper Editing to Copy Editing and Design to better reflect the content of the class, which has evolved over the years, and to remove a name that might seem dated.
- MJF will recommend a more appropriate sequence of classes for PINT majors starting in their freshman year. JRN 270 Introduction to Journalism → JRN 370 News Reporting Writing → JRN 476 Copy Editing and Design → JRN 478 Multimedia Journalism → JRN 472 Public Affairs Reporting. This will better prepare them for their internships

#### Ethics

- Since Ethics is not discussed adequately across the department curriculum, MJF has begun a discussion on how to incorporate Department SLO 3 Ethics into all department classes. MJF will continue this discussion at its Fall 2013 retreat and seek suggestions from faculty for bringing Ethics more into class discussions and assignments in Media Production and Studies classes. The upcoming assessment of its comprehensive majors, Digital Film Production and Media Production in 2013-2014, and subsequently its non-comprehensive majors, Film Studies and Media Studies in 2014-2015, will help identify additional areas to accomplish this goal.
- MJF will add MED 130 Fundamentals of Media Convergence to replace JRN 270 Introduction to Journalism, which the department decided to eliminate because the Ethics SLO is too advanced for this introductory class and only journalism majors are required to take it. All students are required to take MED 130, and it would be more consistent

with MED 220 Case Studies in Mass Media and MED 581 Media Ethics, also required of all MJF majors.

- MJF will ask a single question for students' Ethics essay in MED 220 Case Studies in Mass Media solely about Social Responsibility Theory to get more focused responses.
- MJF will eliminate Part 2 of the Public Affairs Case Study project that asks students to write a personal statement that discusses their progress as an ethical leader during their time at MSU because it is not needed and does not provide assessment information the department needs.

13) Beyond the results, state additional conclusions or discoveries. This can include insights about assessment procedures, teaching and learning, program aspects, etc.

- What faculty think they are teaching and what students learn is not always the same thing; systematic assessment helped identify the gaps.
- There is a noticeable difference in SLO attainment between regular and adjunct faculty; additional attention must be given to consistency among sections taught by per course faculty, and to the SLOs and how they fit into the total department curricular plan.
- The systematic assessment of the journalism program and department Ethics SLO helped MJF understand what needs to be done in assessing the other two areas of the department, and faculty feel prepared to undertake that assessment.

*Email to Office of Assessment by August 1, 2013*  
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