

2016

Academic Learning Compact : Journalism & Digital Communication [Effective 2016]

University of South Florida St. Petersburg.

Follow this and additional works at: https://digital.usfsp.edu/institutional_research_acl

Recommended Citation

University of South Florida St. Petersburg, "Academic Learning Compact : Journalism & Digital Communication [Effective 2016]" (2016). *Institutional Research: Academic Learning Compacts*. 136.
https://digital.usfsp.edu/institutional_research_acl/136

This Other is brought to you for free and open access by the Research Documents, Learning Compacts, and Institutional Statistics at Digital USFSP. It has been accepted for inclusion in Institutional Research: Academic Learning Compacts by an authorized administrator of Digital USFSP.



Academic Learning Compacts
Journalism & Digital Communication Bachelor of Arts

Fall 2016 – Spring 2017

Due: May 19, 2017

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.



Academic Learning Compacts
Journalism & Digital Communication Bachelor of Arts
Signature Page for Academic Program

Academic Program: Journalism & Digital Communication Bachelor of Arts

Chair: Deni Elliott

Date: June 12, 2016

Summary Statement – Academic Program Performance in Fall 2016 & Spring 2017

Provide a summary statement about academic program performance over the previous year including high points and low points.

Areas of Strength

1. Their writing steadily improved in terms of conceptualization and organization. (Sports Journalism)
2. They engaged with the community from the beginning and worked on in....depth news stories for a series of news outlets and other partners. They produced mini....documentaries.. organized and covered community events.. wrote many stories for publication.. worked on research projects with a local school.. and reorganized the NNB workflow. (Neighborhood News Bureau)
3. Their understanding of basic ethical concepts improved. (Communication Ethics)
4. They engaged with legal topics as both journalists and legal professionals. As such.. they learned not only the class content.. but applicable skills.. such as how to access public places and information.. how to defend oneself from abuse of power.. how to write and negotiate contracts.. how to conceive.. write.. negotiate and vote laws in different levels.. how to argue a legal case and much more. (History and Principles of Communication Law)
5. Students performed well in the hands....on exercises.. and many of them submitted very good final projects. Some of them came to the class with no or limited knowledge about using DSLR cameras.. however.. they learned quickly how to use them. (Video Storytelling I)
6. Students for the most part performed well on the weekly assignments quizzes and the final photo essay. I did see an improvement in the majority of the students when it came to their photos in terms of composition and overall technical abilities. I also believe that students were engaged during class for the most part and actively participated during in class exercises. I also believe that the students really enjoyed the in class exercises. (Photo Journalism I)
7. They all did well. (Research Methods in Mass Communications)
8. Students were enthusiastic and engaged throughout the course something not always true during past semesters. (News Editing 1)
9. This class was especially collaborative and their peer-to-peer support made a big difference in their learning. (Beginning Reporting)
10. The second half of the course was much better than the first half. Students did a great job in the last two assignments and almost all of them were able to produce high quality publishable stories. (Neighborhood News Bureau)
11. Students performed very well in this course as they engaged in the course discussions, readings and general content. They wrote thoughtful and well researched pieces and argued well reasoned cases. More important of all is the learning curve. This course requires a steep learning

- curve from beginning to end, but students not only stepped up to the challenge, but also went further, allowing the class to go beyond basic concepts and really go in deep discussions and applications of communication law in both hypothetical and real-life scenarios. (History and Principles of Communication Law)
12. Students showed a lot of tenacity in working with code until they got their assignments working. I feel confident that they emerged from the course with a solid understanding of both HTML and CSS, and an ability to apply both in real-world settings. (Web Publishing)
 13. Each student chose a country to discuss and give a presentation on the media in it. Every student provided as much information to the class as is possible about that country's media, focusing on its news media, including its restrictions, freedoms, journalists, and practices. (International Communication)
 14. Developing a deep understanding of depth-of-field control. (Photojournalism II)
 15. The project is clearly teaching critical thinking. The insights they write about in the final report are clear evidence of this. Students think more critically about the media they use, both the types and the amounts after completing this project. (Mass Communications and Society)
 16. Students learned how to think critically about the data included in an infographic and how they are presented and learned how to produce different types of visualizations. (ST: Special Topics in Data Visualization)
 17. I changed some of the requirements of the academic research paper to include writing about shows that they find on internet platforms, such as YouTube. (ST: Special Topics in Food Communications)
 18. I added a hands-on session on propping and styling food photos so that they would have a better handle on the proper techniques as they headed into their final projects. Also, I allowed them to use new-generation smartphones rather than require a DSLR camera. The comfort level allowed them to get started more quickly, an important factor in a 5-day intensive course. (Sizzling Images)
 19. They had lots of good ideas for stories and were engaged in what was going on with fellow students. (Writing for the Mass Media)
 20. They had lots of good ideas for stories and were engaged in what was going on with fellow students. (Writing for the Mass Media)
 21. They learned to market themselves better through the skills they learned in resume writing and portfolio development. (Senior Seminar)

Areas for Improvement

1. They can always improve on their writing and their interviewing skills as well. (Sports Journalism)
2. The variation in skills and knowledge levels at the beginning of the course is still too high. While a few students can hit the ground running.. others have barely done any real reporting previously. I am restructuring the first few weeks of class to reduce the gap significantly next semester. (Neighborhood News Bureau)
3. They still need more opportunities to critically evaluate actual case studies. (Communication Ethics)
4. Based on student feedback and my own observations.. they do not. The only issues in the class were related to health and family issues. The students performed on a very high level.. much higher than it is usually required for this course. (History and Principles of Communication Law)
5. Telling stories with videos is a skill that students learned in the class.. but a few students still need to work on enhancing this skill. (Video Storytelling I)
6. I believe the students learned how to use their camera but some students are still afraid of technology to the point where it affects their ability to learn the technology. I would try to limit the amount of technology that is presented so they are not overwhelmed and I would incorporate more hands on in class exercises that directly address what I lectured about. (Photo Journalism I)
7. No answer. (Research Methods in Mass Communications)

8. The skills and knowledge disparity among students was great. There were clear A and B students but a couple of C students seemed to be left behind. I am not sure how to address this because I do not know if the problem was reflective of the students themselves or partly a result of course structure and its extremely fast pace. Perhaps the two are inseparable. (News Editing 1)
9. They need to expand their understanding of what makes a compelling story and how to introduce those elements most appropriate to making it compelling. (Beginning Reporting)
10. In the first part of the course, many students were having difficulties with basic reporting and multimedia skills. Many didn't have any experience conducting actual interviews or covering public affairs. Others had never worked with a camera or audio recorder or editing software. By adding the pre-requisite, I expect many of these issues will be resolved and less time will be spent on individual training of basic skills and more time will be dedicated to actual community journalism and reporting. (Neighborhood News Bureau)
11. The main issue with this course, and maybe the only one, is that students come to it without basic knowledge of how the legal system works or any knowledge of common civics concepts. I take the entire first month of the course just to get students up to speed with how the American Legal system works before going deeper into specifics of communication law. Everything else has worked very well. (History and Principles of Communication Law)
12. Students struggle with the syntax of HTML and CSS. This resulted in small errors that would sometimes derail assignments, causing frustration and confusion. Another problem area concerns proper linking between files. I'm not sure a complete understanding of relative vs. absolute linking was ever achieved, and this also created problems with getting projects working, even when other aspects were properly configured. (Web Publishing)
13. Students showed an overall understanding of several aspects of international communication covered in the class and developed wider awareness of different types of global media systems. (International Communication)
14. Understanding the multi-variate equation that is exposure. (Photojournalism II)
15. They need to learn to deal with details both in terms of reading instructions themselves and then in carrying out instructions. (Mass Communications and Society)
16. Students showed an overall understanding of different types of visualizations, such as informative infographics, persuasive infographics and visual explanations and were able to present numeric information clearly and accurately. (ST: Special Topics in Data Visualization)
17. I will include more internet-only programming in the study of Food on TV. (ST: Special Topics in Food Communications)
18. I do not plan many changes to the course for the next time because the addition of the hands-on styling session filled a hole from the previous class. (Sizzling Images)
19. They need better understanding of the different types of stories (news, breaking news, events, features, opinion) and how to find sources to write them. (Writing for the Mass Media)
20. They need better understanding of the different types of stories (news, breaking news, events, features, opinion) and how to find sources to write them. (Writing for the Mass Media)
21. All of our students need to improve in the area of self-confidence and self-marketing. (Senior Seminar)

Summary Statement – Impact of Changes Made in Fall 2016 & Spring 2017

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in the preceding year. Please discuss both the positive and negative impact of the changes.

1. I added assignments on covering stories through social media and blogs. (Sports Journalism)

2. Yes. To function as a complete newsroom experience.. students were assigned groups based on their strengths research.. field reporting.. editing.. and visual communication. We added more group investigative news projects and reduced the number of feature stories. (Neighborhood News Bureau)
3. I added an essay component to the final exam. (Communication Ethics)
4. I have not taught this class before. (History and Principles of Communication Law)
5. I have not taught this course before. (Video Storytelling I)
6. I did not make any significant changes to this class. (Photo Journalism I)
7. I have taught this class before and will teach this class for the last time in Spring, 2017.. but have not made substantive changes in course content as the department is moving to combine this class with Media Theory as soon as possible. I am helping students complete the research requirement for thesis as a courtesy. (Research Methods in Mass Communications)
8. All the skills learned needed to be consolidated. I did this by having students write a news article at the end of the course and them demonstrate that they could apply all areas of editing to perfecting this piece. They also edited each others final articles. (News Editing 1)
9. I included more practice, ungraded assignments in advance of the graded ones. I also expanded the group reporting project final stories to be written, produced, and presented across all platforms. (Beginning Reporting)
10. The structure of the class was very similar to the previous semester but we spent a little more time working on basic skills as the group of students were less prepared than the last semesters. Everything else followed the same structure of working as a newsroom. (Neighborhood News Bureau)
11. The structure of the class did not change. The class last semester was very successful and i decided to keep the format. The only changes were in a few topics and the emphases given to them based on current issues and changes in the legal landscape. (History and Principles of Communication Law)
12. The last time I taught this class at the undergraduate level was over the summer. This time, I slowed the pace down considerably and focused nearly exclusively on HTML and CSS. I eliminated modules focused on WordPress and server-side development. These changes seemed to be well-received. (Web Publishing)
13. I have not taught this course before. (International Communication)
14. no (Photojournalism II)
15. I had simplified the requirements for the final project because too many students get lost in the weeds of the instructions. I had simplified the parameters of the data collection in particular. (Mass Communications and Society)
16. I have not taught this course before. (ST: Special Topics in Data Visualization)
17. The writing in general was quite good, and they did a fine job of understanding how gender and diversity stereotypes play a part in what we see on TV. (ST: Special Topics in Food Communications)
18. This is the fourth time I have taught this course and by far the photos produced were the best. A larger percentage of the students showed mastery in basic photo skills, and a keen eye for composition and lighting. (Sizzling Images)
19. I haven't taught this class for a few years and I added more digital writing, including broadcast, plus broadened the scope of mass media writing to include media relations. (Writing for the Mass Media)
20. I haven't taught this class for a few years and I added more digital writing, including broadcast, plus broadened the scope of mass media writing to include media relations. (Writing for the Mass Media)
21. This is my first time teaching this course in over 5 years. I introduced two new elements: face-to-face practice job interviews and a topic paper in which students had to take and defend a position on a contemporary issue in journalism. (Senior Seminar)

ALC GOALS ESTABLISHED FOR DATA COLLECTION: **Fall 2016 & Spring 2017**

Academic Program: Journalism & Digital Communication Bachelor of Arts

Person Responsible: Monica Ancu (Undergraduate Coordinator) / Casey Frechette (ALC Coordinator)

Mission of Academic Program (include URL):

<https://www.usfsp.edu/journalism/about/mission-philosophy/>

<https://www.usfsp.edu/journalism/programs-summary/under-grad/>

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

[Please note impact of any changes that were made as a result of last year's assessment]

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 & Spring 2018
1a. Ethics: Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	1a. We test students on their understanding of journalism ethics with reporting exercises, exams and communications assignments. These include (1) interview exercises in Beginning Reporting, in which students interview one another, campus staff and/or faculty; (2) a concepts exam in Communication Ethics that tests students' ability to apply major principles and make ethical decisions in the context of actual scenarios; and (3) Senior Seminar portfolios, in which students build websites to showcase work completed throughout their studies, including news stories and other journalism-related projects completed in internships and other off-campus work.	Practice interviewing provides students with opportunities to hone their understandings of journalism ethics, especially with regard to seeking out and reporting truth. The concept exam administered in the Communication Ethics course ensures that students can apply major principles to vignettes, which also shows their ability to complete their independent ethical analysis required for the class. Portfolios should reflect the journalism standards and values embedded throughout the program. They should be polished and error-free. They should present students in a strong professional light and highlight a range of work, from writing and editing to multimedia. Most importantly, they should effectively communicate to potential	In the Fall 2016 section of <i>Communication Ethics</i> , the mean score on the Concepts Exam was 85%. The median was 87%. The low score was 75% and the high score was 95%. (n=15).	I would spend more time on case studies in class.

1. Content/Discipline Skills

		employers and other visitors the capabilities and experiences that would make the students attractive hires.		
<p>1b. Law: Understand and apply the principles and laws of freedom of speech and press, 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 grievance.</p>	<p>1b. We assess students' understanding and application of the principles of communications law at various points in the undergraduate curriculum, but especially in our course focused on legal issues. This course includes (1) in-class presentations for which students study and report to the class the facts and holdings of significant court decisions establishing key principles of media and communications law; and (2) mid-term and final exams with matching, true-false, multiple choice and essay questions. The exams measure comprehension of legal principles, application of those principles to varying situations and, separately, analysis of fact scenarios for legal issues and solutions thereto.</p>	<p>Students should use reason to apply principles to new facts. Students will identify key principles. They will gather appropriate supporting material and present it in a clear and concise fashion, not merely reading from slides but engaging with their audience. Students will apply deductive reasoning to respond to novel information, rather than merely parroting back memorized facts and principles.</p>	<p>In the Spring 2017 section of <i>History and Principles of Communication Law</i>, the mean score on the Mock Trials was 98%. The median was 100%. The low score was 83% and the high score was 100%. (n=24).</p> <p>In the Spring 2017 section of <i>Neighborhood News Bureau</i>, the mean score on the Multimedia Project was 91%. The median was 100%. The low score was 0% and the high score was 100%. (n=18).</p> <p>In the Fall 2016 section of <i>History and Principles of Communication Law</i>, the mean score on the Final Exam was 100%. The median was 100%. The low score was 100% and the high score was 100%. (n=15).</p>	<p>No. Based on the assessment for the class, grades and general conversation with the students, the course seems to be both flexible enough and well structured enough to maximize learning. Topics can be added or removed or get more time during the course as they become more relevant to the current discussions without changing the current course structure. We may add a couple of trips during class time, although the 1h 15 m of the class does not offer much leeway for that. If the course is offered once a week, I can make that change without logistical issues.</p> <p>Yes. We are adding a pre-requisite to the course in the future to ensure all students have basic reporting and multimedia skills before taking this course. This step will allow students more time to work on stories and projects. The course also takes a lot of out-of-class time, which can be hard on students who are commuters. Reducing the number and increasing the depth of the assignments may</p>

1. Content/Discipline Skills

				help with that, but the pre-requisite will be essential in saving time from basic training to add to actual reporting.
1c. Numbers: Apply basic numerical and statistical concepts.	2b. Research Methods for Mass Communications focuses on the application of foundational arithmetic and statistics, in the context of both communications research and the presentation of numerical information in the news. Activities require students to calculate basic stats such as the mean and median, discuss differences between the two, and identify when it's appropriate to use one or the other in news stories. A numbers test asks students to calculate mean, median, rates, percent and percent change, and explain what the following measures mean and define and interpret standard deviations, p values, normal distributions, percentiles and rates.	Students will perform accurate calculations and show how to include numbers accurately and effectively in traditional news stories and alternative story forms. Students will perform accurate calculations and demonstrate an understanding of common statistical methods and terms and how they're applicable to mass communications research.	In the Spring 2017 section of <i>Web Publishing</i> , the mean score on the Assignments was 93%. The median was 94%. The low score was 85% and the high score was 97%. (n=9).	I would like to find a way to introduce more journalistic examples and assignments into this course. The challenge is that these types of projects tend to be fairly complex, and students are still learning the basics. I wonder if we should, as a department, consider a Web Publishing 2 or similar class. There are so many issues to cover in this realm of digital journalism, and a single introductory class doesn't provide sufficient time and space to learn even a fraction of what's out there.
1d. Technology: Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.	1c. We provide opportunities to learn emerging digital tools via a range of media production courses, including Web publishing, video storytelling, photojournalism and graphic design. This part of the curriculum focuses on project-based assessments, for example, the creation of a short	Students will balance technical skills with research, news writing and editing. They'll work efficiently with hardware and software, following best practices and adhering to both technical and journalistic standards.	In the Spring 2017 section of <i>ST: Special Topics in Data Visualization</i> , the mean score on the Final Paper was 94%. The median was 94%. The low score was 88% and the high score was 96%. (n=10). In the Fall 2016 section of <i>Video Storytelling I</i> , the mean	More in-class photo assignments, less lecture, maybe consider flipping class to have in-class workshops and the homework as watching video lectures. More study of magazines, blogs and other photos on the interest would sharpen their

1. Content/Discipline Skills

	<p>video documentary, an infographic, or a functional website. Though students' resulting work is a key aspect of evaluation for this objective, students are also assessed on the processes they follow in completing their projects.</p>		<p>score on the 10 In...Class Exercises was 73%. The median was 80%. The low score was 30% and the high score was 100%. (n=14).</p> <p>In the Spring 2017 section of <i>Web Publishing</i>, the mean score on the Final Project was 92%. The median was 94%. The low score was 81% and the high score was 98%. (n=9).</p> <p>In the Spring 2017 section of <i>Photojournalism II</i>, the mean score on the PJII: Weekly Assignments was 83%. The median was 78%. The low score was 70% and the high score was 98%. (n=12).</p> <p>In the Spring 2017 section of <i>Sizzling Images</i>, the mean score on the Final Project was 88%. The median was 90%. The low score was 70% and the high score was 95%. (n=12).</p>	<p>skills and show them modern food photography trends.</p> <p>I am planning to assign more online interactive dashboard exercises.</p> <p>Yes. I would make a few changes. For instance.. I would give a lecture or two on audio editing.. start to teach video editing a bit earlier than I did this semester and give more camera exercises.</p> <p>I would like to find a way to introduce more journalistic examples and assignments into this course. The challenge is that these types of projects tend to be fairly complex, and students are still learning the basics. I wonder if we should, as a department, consider a Web Publishing 2 or similar class. There are so many issues to cover in this realm of digital journalism, and a single introductory class doesn't provide sufficient time and space to learn even a fraction of what's out there.</p>
--	--	--	---	---

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 & Spring 2018
<p>2a. Editing: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</p>	<p>2a. Several courses provide assessments of students' editing skills and their abilities to evaluate their own and others' work in support of the enhanced communication. In News Editing I, quizzes and a final exam offer multiple choice and short answer questions, opportunities to edit flawed sentences and make judgment calls in specific situations, and various other editing problems. In Writing for the Mass Media, students edit stories riddled with AP style and grammar errors as part of a final exam and read and edit mock news stories or actual passages from the news in a series of style quizzes.</p>	<p>Students will correctly identify problems with grammar, punctuation and style, and they will provide appropriate solutions.</p>	<p>In the Fall 2016 section of <i>Sports Journalism</i>, the mean score on the Final Story was 87%. The median was 87%. The low score was 70% and the high score was 94%. (n=16).</p> <p>In the Spring 2017 section of <i>News Editing 1</i>, the mean score on the News Article was 88%. The median was 90%. The low score was 60% and the high score was 100%. (n=13).</p> <p>In the Spring 2017 section of <i>Writing for the Mass Media</i>, the mean score on the Final Project was 77%. The median was 87%. The low score was 0% and the high score was 100%. (n=30).</p>	<p>The formulation of the course for this semester worked extremely well. I have taught the course several times and this semester was the best.</p> <p>I would start work on final stories much earlier in the semester.</p> <p>They need more instructions on how to determine the value of a story and how to decide the most interesting factors. In the future, I will include more assignments on recognizing important elements of storytelling.</p>
<p>2b. Visual Literacy: Understand and apply visual theories and related design techniques.</p>	<p>2c. We measure students' understanding of visual theory and their ability to apply related design techniques increasingly across the curriculum, and this competency figures especially prominently in Introduction to Visual Communication. In this course, students (1) compare visuals and words used in journalism in a final essay and (2) complete a "capture the</p>	<p>Students will apply theories to real world cases. They will go beyond examples from the course materials in formulating their arguments. Students will take a photograph of a life moment from a personal perspective. They will identify visual similarities and differences across all the photos produced.</p>	<p>In the Spring 2017 section of <i>ST: Special Topics in Data Visualization</i>, the mean score on the Case Study was 94%. The median was 94%. The low score was 90% and the high score was 96%. (n=10).</p> <p>In the Fall 2016 section of <i>Video Storytelling I</i>, the mean score on the Final Project was 86%. The median was 88%. The low score was 52% and</p>	<p>More study of magazines, blogs and other photos on the interest would sharpen their skills and show them modern food photography trends.</p> <p>I am planning to assign more online interactive dashboard exercises.</p> <p>Yes. I would make a few changes. For instance.. I would give a lecture or two on audio</p>

2. Communication Skills

	<p>moment” project in which they take a photograph of the same chosen moment and share a story with that photo.</p>		<p>the high score was 96%. (n=14).</p> <p>In the Spring 2017 section of <i>Sizzling Images</i>, the mean score on the On-location shoot was 92%. The median was 93%. The low score was 80% and the high score was 100%. (n=12).</p>	<p>editing.. start to teach video editing a bit earlier than I did this semester and give more camera exercises.</p>
<p>2c. Writing: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.</p>	<p>2d. Writing is a critical area of focus in the undergraduate program, and we assess this competency in a variety of courses. In Writing for the Mass Media, students produce a set of stories, with a focus on writing “hard news” stories and leads. Some stories require original reporting, including interviews. In Neighborhood News Bureau, students report and write several stories throughout the semester. In Magazine Article/Feature Writing, students produce an approximately 2500 word piece as their primary assignment. In our law course, students produce a topical essay concerning a selected media law topic. Additionally, various special topic courses focus on writing.</p>	<p>Students will demonstrate writing and organization skills and basic research skills. Student work should reflect a wide range of reporting and writing competencies. Students will identify sources with the community for newsworthy stories and successfully navigate the reporting and writing processes. Students will write concisely and precisely. They will organize their stories appropriately, showing particular mastery of the inverted pyramid form. They will show good news judgment by selecting and structuring information.</p>	<p>In the Fall 2016 section of <i>Sports Journalism</i>, the mean score on the Four Stories was 90%. The median was 90%. The low score was 82% and the high score was 96%. (n=17).</p> <p>In the Spring 2017 section of <i>Beginning Reporting</i>, the mean score on the Final News Article was 89%. The median was 88%. The low score was 80% and the high score was 95%. (n=20).</p> <p>In the Spring 2017 section of <i>History and Principles of Communication Law</i>, the mean score on the Topical Essay was 91%. The median was 100%. The low score was 0% and the high score was 100%. (n=39).</p> <p>In the Spring 2017 section of <i>Writing for the Mass Media</i>, the mean score on the Feature</p>	<p>They can always use more writing assignments and, especially editing practice.</p> <p>No. Based on the assessment for the class, grades and general conversation with the students, the course seems to be both flexible enough and well structured enough to maximize learning. Topics can be added or removed or get more time during the course as they become more relevant to the current discussions without changing the current course structure. We may add a couple of trips during class time, although the 1h 15 m of the class does not offer much leeway for that. If the course is offered once a week, I can make that change without logistical issues.</p> <p>I would start work on final stories much earlier in the semester.</p>

2. Communication Skills

			<p>Story for Class was 71%. The median was 80%. The low score was 0% and the high score was 96%. (n=19).</p>	<p>They need more instructions on how to determine the value of a story and how to decide the most interesting factors. In the future, I will include more assignments on recognizing important elements of storytelling.</p>
--	--	--	---	---

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 & Spring 2018
<p>3a. Critical Thinking: Think critically, creatively and independently.</p>	<p>3a. We position news judgment and other forms of critical thinking prominently in the undergraduate curriculum. In Beginning Reporting, assorted assignments require students to conceptualize news and feature stories and how to find sources for those stories. In Mass Communications and Society, students collect detailed data about their media consumption during one week of the course. They then create charts, do an analysis and present their findings in a final report called "My Media Audit." In Senior Seminar, students blog about topics covered in class by</p>	<p>Students will show critical, creative and independent thinking. Students will synthesize a lot of material and present it concisely in a form that requires a fair amount of thoughtfulness. Students will discuss how something in a particular session relates to their job search or interest in the profession. They will explain how the subject had an impact on their current or future decision-making about working in the journalism industry. Students will correctly identify what makes a story newsworthy, and they will compare the relative newsworthiness of different</p>	<p>In the Fall 2016 section of <i>Communication Ethics</i>, the mean score on the Final Exam was 87%. The median was 88%. The low score was 70% and the high score was 97%. (n=15).</p> <p>In the Spring 2017 section of <i>Beginning Reporting</i>, the mean score on the 8 Writing Assignments was 87%. The median was 86%. The low score was 81% and the high score was 95%. (n=21).</p> <p>In the Spring 2017 section of <i>Mass Communications and Society</i>, the mean score on the Final Project Part I: Data</p>	<p>They can always use more writing assignments and, especially editing practice.</p> <p>I would spend more time on case studies in class.</p> <p>I still think further simplification is necessary. On one hand I want to challenge students with the complexities and finer points of collecting empirical data. But I think they need to be taught to follow detailed instructions first. They jump headlong in the project, thinking they know what is required. In the future I plan to give a quiz on the instructions for the project before they</p>

3. Critical Thinking Skills

	<p>professional journalists, human resources hiring managers and media entrepreneurs. In <i>Writing for the Mass Media</i>, a comprehensive final exam tests students on writing, AP style and news judgment.</p>	<p>parts of the same story.</p>	<p>Collection was 69%. The median was 80%. The low score was 0% and the high score was 100%. (n=88).</p> <p>In the Spring 2017 section of <i>Mass Communications and Society</i>, the mean score on the Final Project Part II: Report was 75%. The median was 87%. The low score was 0% and the high score was 100%. (n=88).</p>	<p>actually begin collecting data.</p>
<p>3b. Research: Conduct research and evaluate information by methods appropriate to the communications professions in which they work.</p>	<p>3b. We also assess critical thinking by way of communications research skills. In <i>Research Methods in Mass Communications</i>, a final exam tests students on every major topic studied throughout the semester. Questions are open-ended and short essay. Various special topics courses also measure research abilities via term papers and other exercises. These assignments require students to choose a specific topic to research. They then present their work in the form of a report or infographic, often with an accompanying presentation.</p>	<p>Students will show an understanding and application of research theory, methods, and basic stats. Students will demonstrate a basic understanding of statistics and choose an appropriate chart to present statistical information. They will complete research, analysis and representation steps. Students will focus on a topic and go in depth. They will demonstrate good writing skills and formulate a concise but informative presentation for their classmates. Research should be purposeful and thorough, going beyond a basic Internet search.</p>	<p>In the Spring 2017 section of <i>International Communication</i>, the mean score on the Final Paper was 95%. The median was 92%. The low score was 92% and the high score was 100%. (n=11).</p> <p>In the Spring 2017 section of <i>ST: Special Topics in Food Communications</i>, the mean score on the Academic Research Paper was 78%. The median was 86%. The low score was 0% and the high score was 97%. (n=20).</p>	<p>I am planning to assign more documentaries about media in different countries for students to watch and discuss in class.</p> <p>More detailed responses to prompts in weekly discussion groups is an area that they need to work on.</p>

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

4. Civic Engagement

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 & Spring 2018
<p>4a. Business and Entrepreneurship: Understand emerging business models and entrepreneurial skills related to changes in the business of journalism.</p>	<p>4b. In Entrepreneurial Journalism, students incorporate new media strategies into their business plans, with an emphasis on exploring various partnership opportunities.</p>	<p>Plans should reflect moving beyond current market trends and demonstrate students' awareness, understanding and application of communications history.</p>	<p>In the Spring 2017 section of <i>Senior Seminar</i>, the mean score on the Senior Seminar Portfolio was 88%. The median was 90%. The low score was 70% and the high score was 100%. (n=24).</p>	<p>The biggest challenge is the class size, which made it difficult to give enough one-on-one attention to students in critical areas.</p>
<p>4b. History: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.</p>	<p>4a. The final exam in Mass Communications & Society measures student knowledge of mass media history.</p>	<p>Students will demonstrate an awareness and understanding of various aspects of mass media, including radio, music, media effects, cinema, propaganda and other areas.</p>	<p>In the Spring 2017 section of <i>Mass Communications and Society</i>, the mean score on the Final Exam was 76%. The median was 85%. The low score was 0% and the high score was 100%. (n=88).</p> <p>In the Fall 2016 section of <i>Neighborhood News Bureau</i>, the mean score on the Publishable news assignments was 92%. The median was 100%. The low score was 0% and the high score was 100%. (n=19).</p>	<p>I still think further simplification is necessary. On one hand I want to challenge students with the complexities and finer points of collecting empirical data. But I think they need to be taught to follow detailed instructions first. They jump headlong in the project, thinking they know what is required. In the future I plan to give a quiz on the instructions for the project before they actually begin collecting data.</p> <p>Yes. Although the performance from the students was very positive.. the initial structure of the class was a bit confusing. For next semester.. a list of resources and clearer instructions at the very beginning of the course will be provided. Other than that.. the course ran very well.</p>

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

5. Multiculturalism / Diversity				
Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 & Spring 2018
<p>5a. Global/Cultural Diversity: Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.</p>	<p>5a. Certain special topics courses focus on assessing students' understanding of global diversity, especially via papers and presentations.</p>	<p>Students will demonstrate thoughtful reflection on how diversity issues are presented. They will consider alternative viewpoints and provide synthesis when feasible.</p>	<p>In the Spring 2017 section of <i>International Communication</i>, the mean score on the Assignments was 77%. The median was 74%. The low score was 53% and the high score was 100%. (n=9).</p>	<p>I am planning to assign more documentaries about media in different countries for students to watch and discuss in class.</p>
<p>5b. Individual/Domestic Diversity: Demonstrate an understanding of gender, race/ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.</p>	<p>5b. In Neighborhood News Bureau, students write about a minority person in the St. Petersburg area, for example, an African-American within the Midtown who was involved with giving back and/or making the neighborhood a better place to live. Stories include multiple sources and resources. In Writing for the Mass Media, students complete multicultural projects – short stories and presentations about selected minority groups.</p>	<p>Students will expand their comfort zones. They will purposefully plan, report and write a story that might be published. They will balance creativity with the need to present factual information. Students will demonstrate an understanding of the importance of seeking out many viewpoints and voices, especially those that tend to be underrepresented. Students will be able to discuss thoughtfully what they learned, what surprised them and what they need to learn more about in terms of the group they focus on.</p>	<p>In the Fall 2016 section of <i>Neighborhood News Bureau</i>, the mean score on the Multimedia Project was 89%. The median was 100%. The low score was 0% and the high score was 100%. (n=19).</p> <p>In the Spring 2017 section of <i>ST: Special Topics in Food Communications</i>, the mean score on the Diversity & Gender Roles Reflection was 79%. The median was 89%. The low score was 0% and the high score was 98%. (n=20).</p>	<p>Yes. Although the performance from the students was very positive.. the initial structure of the class was a bit confusing. For next semester.. a list of resources and clearer instructions at the very beginning of the course will be provided. Other than that.. the course ran very well.</p> <p>More detailed responses to prompts in weekly discussion groups is an area that they need to work on.</p>

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2017 & Spring 2018

Academic Program: Journalism & Digital Communication Bachelor of Arts

Person Responsible:

Mission of Academic Program (include URL):

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

[Please note impact of any changes that were made as a result of 2010-11 assessment]

1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2018 & Spring 2019
1a. Ethics: Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	1a. We test students on their understanding of journalism ethics with reporting exercises, exams and communications assignments. These include (1) interview exercises in Beginning Reporting, in which students interview one another, campus staff and/or faculty; (2) a concepts exam in Communication Ethics that tests students' ability to apply major principles and make ethical decisions in the context of actual scenarios; and (3) Senior Seminar portfolios, in which students build websites to showcase work completed throughout their studies, including news stories and other journalism-related projects completed in internships and other off-campus work.	Practice interviewing provides students with opportunities to hone their understandings of journalism ethics, especially with regard to seeking out and reporting truth. The concept exam administered in the Communication Ethics course ensures that students can apply major principles to vignettes, which also shows their ability to complete their independent ethical analysis required for the class. Portfolios should reflect the journalism standards and values embedded throughout the program. They should be polished and error-free. They should present students in a strong professional light and highlight a range of work, from writing and editing to multimedia. Most importantly, they should effectively communicate to potential employers and other visitors		

1. Content/Discipline Skills

		the capabilities and experiences that would make the students attractive hires.		
<p>1b. Law: Understand and apply the principles and laws of freedom of speech and press, 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 grievance.</p>	<p>1b. We assess students' understanding and application of the principles of communications law at various points in the undergraduate curriculum, but especially in our course focused on legal issues. This course includes (1) in-class presentations for which students study and report to the class the facts and holdings of significant court decisions establishing key principles of media and communications law; and (2) mid-term and final exams with matching, true-false, multiple choice and essay questions. The exams measure comprehension of legal principles, application of those principles to varying situations and, separately, analysis of fact scenarios for legal issues and solutions thereto.</p>	<p>Students should use reason to apply principles to new facts. Students will identify key principles. They will gather appropriate supporting material and present it in a clear and concise fashion, not merely reading from slides but engaging with their audience. Students will apply deductive reasoning to respond to novel information, rather than merely parroting back memorized facts and principles.</p>		
<p>1c. Numbers: Apply basic numerical and statistical concepts.</p>	<p>2b. Research Methods for Mass Communications focuses on the application of foundational arithmetic and statistics, in the context of both communications research and the presentation of numerical information in the news. Activities require students to calculate basic stats such as the</p>	<p>Students will perform accurate calculations and show how to include numbers accurately and effectively in traditional news stories and alternative story forms. Students will perform accurate calculations and demonstrate an understanding of common statistical methods and terms</p>		

1. Content/Discipline Skills

	<p>mean and median, discuss differences between the two, and identify when it's appropriate to use one or the other in news stories. A numbers test asks students to calculate mean, median, rates, percent and percent change, and explain what the following measures mean and define and interpret standard deviations, p values, normal distributions, percentiles and rates.</p>	<p>and how they're applicable to mass communications research.</p>		
<p>1d. Technology: Apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.</p>	<p>1c. We provide opportunities to learn emerging digital tools via a range of media production courses, including Web publishing, video storytelling, photojournalism and graphic design. This part of the curriculum focuses on project-based assessments, for example, the creation of a short video documentary, an infographic, or a functional website. Though students' resulting work is a key aspect of evaluation for this objective, students are also assessed on the processes they follow in completing their projects.</p>	<p>Students will balance technical skills with research, news writing and editing. They'll work efficiently with hardware and software, following best practices and adhering to both technical and journalistic standards.</p>		
<p>1e. Theory: Understand concepts and apply theories in the use and presentation of images and information.</p>	<p>1d. We assess theoretical understanding in the context of the techniques that lead to effective communication, whether verbal or visual. With regard to the presentation of images, one key course is Intro</p>	<p>Students will show an understanding of visual communication theory but also apply color, design and visual communication theories. Students will bring first-hand experience to their essays</p>		

1. Content/Discipline Skills

	<p>to Visual Communications, in which we assess students by way of (1) a theory quiz of 10 multiple-choice questions on visual communication theory, taken at the end of the theory module and (2) a final essay in which students will answer essay questions regarding visual stereotypes, culture, visual communication theory and technology.</p>	<p>whenever possible. They will find and demonstrate connections between real-world examples and communications theories.</p>		
--	---	---	--	--

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2018 & Spring 2019
<p>2a. Editing: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</p>	<p>2a. Several courses provide assessments of students' editing skills and their abilities to evaluate their own and others' work in support of the enhanced communication. In News Editing I, quizzes and a final exam offer multiple choice and short answer questions, opportunities to edit flawed sentences and make judgment calls in specific situations, and various other editing problems. In Writing for the Mass Media, students edit stories riddled with AP style and grammar errors as part of a final exam and read</p>	<p>Students will correctly identify problems with grammar, punctuation and style, and they will provide appropriate solutions.</p>		

2. Communication Skills

	and edit mock news stories or actual passages from the news in a series of style quizzes.			
2b. Visual Literacy: Understand and apply visual theories and related design techniques.	2c. We measure students' understanding of visual theory and their ability to apply related design techniques increasingly across the curriculum, and this competency figures especially prominently in Introduction to Visual Communication. In this course, students (1) compare visuals and words used in journalism in a final essay and (2) complete a "capture the moment" project in which they take a photograph of the same chosen moment and share a story with that photo.	Students will apply theories to real world cases. They will go beyond examples from the course materials in formulating their arguments. Students will take a photograph of a life moment from a personal perspective. They will identify visual similarities and differences across all the photos produced.		
2c. Writing: Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.	2d. Writing is a critical area of focus in the undergraduate program, and we assess this competency in a variety of courses. In Writing for the Mass Media, students produce a set of stories, with a focus on writing "hard news" stories and leads. Some stories require original reporting, including interviews. In Neighborhood News Bureau, students report and write several stories throughout the semester. In Magazine Article/Feature Writing, students produce an approximately 2500 word piece as their primary	Students will demonstrate writing and organization skills and basic research skills. Student work should reflect a wide range of reporting and writing competencies. Students will identify sources with the community for newsworthy stories and successfully navigate the reporting and writing processes. Students will write concisely and precisely. They will organize their stories appropriately, showing particular mastery of the inverted pyramid form. They will show good news judgment by selecting and		

2. Communication Skills

	assignment. In our law course, students produce a topical essay concerning a selected media law topic. Additionally, various special topic courses focus on writing.	structuring information.		
--	--	--------------------------	--	--

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2018 & Spring 2019
3a. Critical Thinking: Think critically, creatively and independently.	3a. We position news judgment and other forms of critical thinking prominently in the undergraduate curriculum. In Beginning Reporting, assorted assignments require students to conceptualize news and feature stories and how to find sources for those stories. In Mass Communications and Society, students collect detailed data about their media consumption during one week of the course. They then create charts, do an analysis and present their findings in a final report called “My Media Audit.” In Senior Seminar, students blog about topics covered in class by professional journalists, human resources hiring managers and media entrepreneurs. In Writing for the Mass Media, a	Students will show critical, creative and independent thinking. Students will synthesize a lot of material and present it concisely in a form that requires a fair amount of thoughtfulness. Students will discuss how something in a particular session relates to their job search or interest in the profession. They will explain how the subject had an impact on their current or future decision-making about working in the journalism industry. Students will correctly identify what makes a story newsworthy, and they will compare the relative newsworthiness of different parts of the same story.		

3. Critical Thinking Skills

	comprehensive final exam tests students on writing, AP style and news judgment.			
3b. Research: Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	3b. We also assess critical thinking by way of communications research skills. In Research Methods in Mass Communications, a final exam tests students on every major topic studied throughout the semester. Questions are open-ended and short essay. Various special topics courses also measure research abilities via term papers and other exercises. These assignments require students to choose a specific topic to research. They then present their work in the form of a report or infographic, often with an accompanying presentation.	Students will show an understanding and application of research theory, methods, and basic stats. Students will demonstrate a basic understanding of statistics and choose an appropriate chart to present statistical information. They will complete research, analysis and representation steps. Students will focus on a topic and go in depth. They will demonstrate good writing skills and formulate a concise but informative presentation for their classmates. Research should be purposeful and thorough, going beyond a basic Internet search.		

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

4. Civic Engagement

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2018 & Spring 2019
4a. Business and Entrepreneurship: Understand emerging business models and entrepreneurial skills related to changes in the business of journalism.	4b. In Entrepreneurial Journalism, students incorporate new media strategies into their business plans, with an emphasis on exploring various partnership opportunities.	Plans should reflect moving beyond current market trends and demonstrate students' awareness, understanding and application of communications history.		

4. Civic Engagement

<p>4b. History: Demonstrate an understanding of the history and role of professionals and institutions in shaping communications.</p>	<p>4a. The final exam in Mass Communications & Society measures student knowledge of mass media history.</p>	<p>Students will demonstrate an awareness and understanding of various aspects of mass media, including radio, music, media effects, cinema, propaganda and other areas.</p>		
--	--	--	--	--

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2018 & Spring 2019
<p>5a. Global/Cultural Diversity: Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.</p>	<p>5a. Certain special topics courses focus on assessing students' understanding of global diversity, especially via papers and presentations.</p>	<p>Students will demonstrate thoughtful reflection on how diversity issues are presented. They will consider alternative viewpoints and provide synthesis when feasible.</p>		
<p>5b. Individual/Domestic Diversity: Demonstrate an understanding of gender, race/ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.</p>	<p>5b. In Neighborhood News Bureau, students write about a minority person in the St. Petersburg area, for example, an African-American within the Midtown who was involved with giving back and/or making the neighborhood a better place to live. Stories include multiple sources and resources. In Writing for the Mass Media, students complete multicultural projects – short stories and presentations about selected minority groups.</p>	<p>Students will expand their comfort zones. They will purposefully plan, report and write a story that might be published. They will balance creativity with the need to present factual information. Students will demonstrate an understanding of the importance of seeking out many viewpoints and voices, especially those that tend to be underrepresented. Students will be able to discuss thoughtfully what they learned, what surprised them and what</p>		

5. Multiculturalism / Diversity

		they need to learn more about in terms of the group they focus on.		
--	--	--	--	--

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.