



## 2015-16 Academic Program Assessment Report

Reports must be uploaded into the Assessment Portal (<https://uoeee.asu.edu/assessment-portal>) and approved by the college no later than September 30, 2016.

College: CS\_UG

Academic Unit:

Program: CSJMCBA

### Program Background

Please provide your program mission statement.

List the names and titles of those participating in the assessment planning, analysis and reporting activities for this program.

Marianne Barrett, Senior Associate Dean, Kristin Gilger, associate dean, Mark Lodato, assistant dean, Kevin Dale, Executive Editor, Cronkite News, Steve Crane, Director, Cronkite News Washington, Retha Hill, Director, New Media Innovation and Entrepreneurship Lab, Theresa Poulson, Director, Public Insight Network Bureau, Fran Matera, Director, Public Relations Lab, Mike Wong, Director of Career Services.

Please describe your program's assessment process and specific assessment activities during the 2015-16 academic year. Please include [who](#) was involved and [how](#) they were engaged in assessment activities.

During the 2015-16 academic year, the Cronkite School used an assessment process that directly and indirectly measures student learning outcomes. Student performance is assessed at the beginning and at the end of their journalism programs. JMC 201 News Reporting and Writing a course required of all journalism majors is used to assess students' ability to write a news story that adheres to accepted journalistic principles and practices. The course also is used to assess student understanding of journalism ethics and the importance of accuracy and meeting deadlines. In the course students take weekly quizzes that test their understanding of news, news values and principles. They also learn news writing by practicing it in every class. At the end of the semester they will have written upwards of 20 news stories. Their performance on the quizzes and on their news stories are used as direct measures. All of the JMC 201 instructors are involved in the process and at the end of the semester the associate deans collect the data on students' performance. Additionally, students in the courses for which JMC 201 is a pre-requisite are asked how well the course prepared them for subsequent classes. The results of the informal polling as well as the formal assessment results are used to update course materials. Journalism students also are required to complete a three-credit internship. Internship supervisors and students are asked to indicate the degree to which they agreed with the statement, "Upon graduation, students will be able to apply tools and technologies appropriate to the communications professions in which they work." The director of career services, who oversees all of the school's internships, gathered and analyzed the internship data and the directors of the schools professional programs, the assistant and senior associate deans did the same for the capstone data. Based on the data, revisions were made to the pre-requisite courses so students are better able to succeed.

If [no data](#) were collected for this program during 2015-16, please use the space below to note the reason and describe the strategies in place to ensure that data collection will occur during 2016-17, and then continue to the last page of this report and provide any changes to your current assessment plan.

NA

During the 2015-16 academic year, what changes have been made to the program, curriculum, and/or instruction? Why were these changes made? Please discuss how those changes were implemented and their intended impact on student learning.

To provide more time for in-class writing assignments, the "flipped classroom" approach that was introduced in JMC 201 in 2014 was expanded and in 2016, the Cronkite School added a module to introduce students to the use of data in reporting and teach them Excel.

Added more time for audience analytics, mobile reporting and visual journalism in JMC 305 Multimedia Journalism so students were better able to use those skills in their internships and professional programs.

## Program Assessment Results

<b>Outcome 1: Students will be able to write a news story that adheres to accepted journalistic standards and practices</b>	
<b>What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 1? How do your results support this conclusion?</b> Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.	
At least once a week, students in JMC 201 News Reporting and Writing complete a news quiz and write a news story on deadline. Quizzes comprise 10 percent of the course grade and in-class writing assignments 55 percent. The remaining 35 percent is spread across more comprehensive tests and outside writing assignments. Of the 383 students enrolled in the course--71 in fall 2015 and 312 in spring 2016--all but three earned a C or better in the course and the vast majority--93 percent in both the fall and spring semesters earned a B or better.	<b>Outcome 1 met?</b> Yes

<b>Measure 1.1</b>	Students are introduced to the fundamentals of journalism-accuracy, newsworthiness, deadlines, objectivity, fairness, ethics and libel in the required course, JMC 201 News Writing and Reporting.		
<b>Performance Criterion 1.1</b>	Students will earn a grade of C or better on the quizzes in JMC 201.	<b>Was the Performance Criterion Met?</b>	Yes
<b>Results</b>	All but 3 students earned a C or better.		
<b>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</b>	383	<b>Proportion of <u>Target Population</u> Assessed</b>	100 percent
<b>Data Collection Challenges or Issues [if applicable]</b>	NA		

<b>Measure 1.2</b>	Students learn basic news writing skills-summary news leads, inverted pyramid structure, attribution, use of quotes, use of background, Associated Press style in the required course JMC 201 News Reporting and Writing.		
<b>Performance Criterion 1.2</b>	Students will earn a grade of C or better on the writing assignments in JMC 201	<b>Was the Performance Criterion Met?</b>	Yes
<b>Results</b>	All but 3 students earned a C or better.		
<b>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</b>	383	<b>Proportion of <u>Target Population</u> Assessed</b>	100 percent
<b>Data Collection Challenges or Issues [if applicable]</b>	NA		

\*Ideally, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.

<b>Outcome 2: Upon graduation students will be prepared for entry-level positions at media outlets.</b>	
<b>What do these results indicate about the extent to which students from this program possess the knowledge or skill reflected in Outcome 2? How do your results support this conclusion?</b> Please use the space below to indicate whether or not each performance criterion was met and to describe components of the program you believe contributed to this result.	
In the 2015-16 academic year, 301 students completed their required internships. Of those responding to the question, 78 percent of internship supervisors in the fall, 81 percent in the spring and 82 percent in the summer said they would hire the intern if a position were available. Across all three semesters, on average, 90 percent of supervisors said the student was ready for a small market newsroom or PR firm. In many cases where the supervisor indicated the student was not yet ready to enter the industry, the student was a sophomore or junior.	<b>Outcome 2 met?</b> Yes

<b>Measure 2.1</b>	As part of their degree requirements, all students will complete a three-credit 400-level internship		
<b>Performance Criterion 2.1</b>	Students will earn a passing grade on their required internships.	<b>Was the Performance Criterion Met?</b> Yes	
<b>Results</b>	All but 3 of the 301 students who completed their required internship in the 2015-16 academic year received a passing grade.		
<b>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</b>	301	<b>Proportion of <u>Target Population</u> Assessed</b>	100 percent
<b>Data Collection Challenges or Issues [if applicable]</b>	NA		

<b>Measure 2.2</b>	Students will complete a capstone experience in one of the Cronkite School's professional immersion programs.		
<b>Performance Criterion 2.2</b>	Students will earn a grade of C or better in their capstone experiences	<b>Was the Performance Criterion Met?</b> Yes	
<b>Results</b>	All but two of the 74 students enrolled in one of the Cronkite School's professional programs in fall 2015, all 95 of the students enrolled in spring 2016 and all 30 of the students enrolled in summer 2016 earned a C or better in their capstone experiences.		
<b>Number of Observations Included in Assessment (e.g., number of students, papers, projects)</b>	199	<b>Proportion of <u>Target Population</u> Assessed</b>	100 percent
<b>Data Collection Challenges or Issues [if applicable]</b>	NA		

\*Ideally, the eligible population includes only students enrolled in your program. In cases where vital courses have students from various programs, specify when the population may include non-majors. The measure may be targeting, graduating students, alumni, students in junior level or capstone courses. The measure should be specific and the proportion should be of that group.

## Program Self-Assessment

Please summarize how the assessment results for the 2015-16 academic year will impact your **academic program** in the coming year. Consider what the assessment data indicate are programmatic strengths or weaknesses and areas of possible development.

The Cronkite School's assessment program is a continuous one. The results of the 2015-16 assessment already have been used to make changes to a number of the school's courses. For example, because of the increasing importance of journalism students knowing basic html and similar coding, in fall 2016 the Cronkite School added a new course, JMC 102 Coding for Journalists. To better prepare students for their professional programs and for careers in media, more audience analytics, mobile reporting and visual journalism were added to the required course, JMC 305 Multimedia Journalism. A module on data journalism was added to JMC 201 News Reporting and Writing. Social media/audience engagement analytics learning outcomes were added to several courses, especially the school's professional programs.

Please summarize how the assessment results for the 2015-16 academic year will impact your **assessment process** for the coming year. Please consider revisions to your plan, sampling strategies, data collection, or any other areas.

The 2015-16 assessment results and the Cronkite School's recently completed Accrediting Council on Education in Journalism and Mass Communication re-accreditation self-study will be used to make modifications to the 2017-18 assessment process.