

Point Loma Nazarene University

Journalism Major

Annual Assessment Report

Literature, Journalism, and Modern Languages Department

2012-13

Assessment Plan Description:

1. LJML Mission Statement:

Embodying the core values of a Christian liberal arts education in the Wesleyan theological tradition, and focusing on the power of language and story to shape us and our world, the LJML department and programs will provide students with knowledge, skills, and experiences to equip them to understand, interpret, analyze, evaluate, and create texts as linguistic and/or artistic expressions of diverse human experiences. We value reading, writing, researching, speaking, and discussing as profound means of participating in the redemptive work of God in all of creation.

2. Journalism Program Learning Outcomes (PLOs):

The following are the Program Learning Outcomes PLOs negotiated by the faculty in the Journalism section during the 2011-12 assessment cycle. To extend the work done in regard to developing these PLOs, the faculty members of the journalism section articulated the integration of these outcomes in every course offered as part of the Journalism major. The articulation further cross-listed the Journalism outcomes with those of Broadcast Journalism and Writing where the programs share courses. The resulting document is included with this report.

PLO 1: Students will exhibit effective research and reporting practices.

Rationale: Reporters must gather and present content from well-informed people and relevant documents. They must apprise themselves of current events and trends as well as seek historical context. They develop sources among voices representing various positions, communities, and cultures. They make use of the most current investigative tools, including computer-assisted reporting, as well as the personal interview.

PLO 2: Students will display strong interpretive, analytic, and critical thinking skills.

Rationale: Journalists must think critically both about texts read and the broader texts of people, events, and institutions in the world. In their roles as watchdogs, journalists hold those in positions of power accountable, exercise habits of skepticism, and demand

solid verification of claims. They read a variety of genres, including great literary texts, to recognize distinctive rhetorical purposes, such as to inform, to entertain, to warn, and to teach. From great writers, they experience great ideas about the human condition and valuable techniques to enhance their own craft as storytellers.

PLO 3: Students will communicate ideas clearly and accurately in forms appropriate to the purpose, medium, and audience.

Rationale: Journalists must present ideas with clarity and context in a variety of formats and platforms. In the multimedia world of the 21st century, journalists must adapt their storytelling skills to a variety of print and electronic media. They develop both their writing and editing skills working within the particular conventions and best practices of various media platforms and for various audiences.

PLO 4: Students will employ appropriate ethical and legal standards and professional codes in their service to their communities and cultures.

Rationale: Since the expression of the First Amendment to the U.S. Constitution, freedom of the press has been preserved to inform citizens so they can participate most effectively within a democracy. Journalists encounter legal and ethical dilemmas and must exercise good moral decision-making in their professional practices as news gatherers and communicators.

3. Curriculum Map (See attached Curriculum Map)

See the Writing Program Assessment that includes the wording of CLOs for all courses with the WRI prefixes, including those in the journalism program. Many thanks to Michael Clark for his patient editorial work with his colleagues on these wordings; the expectation is that these CLOs will remain under on-going revision as needed.

In reviewing the 2011-12 assessment plan, we realized the courses we listed would not be beneficial. So we made the following changes. We moved WRI 430 into the same cycle as WRI 215, 216 and 217 to get a broader spectrum of students assessing that particular outcome. We also moved WRI 345 from 2013-14 to 2014-15 to get a broader sample of PLO 1 and to avoid redundancy of PLO 3. We also limited WRI 310 to just PLO 1 to limit assessment practices. We also decided to assess WRI 470 in this cycle because the measurement standards were established last year.

4. Multi-Year Assessment Plan:

The journalism section assessed PLO 1 through WRI 310, and PLO 4 through WRI 470. WRI 310 is Advanced Reporting, which has mostly juniors and seniors and gives a good picture of

the level of performance we will see. WRI 470 is the Journalism Internship, and there are good measures from internship supervisors for measuring how well the students can perform in the marketplace.

5. Methods of Assessment and Criteria for Success:

WRI 310 measured PLO 1: "Exhibit effective research and reporting practices."

In order to evaluate students' performance in this area, the students' final reporting assignment was assessed, with the assumption that students were incorporating what they have learned through the semester. Assessment was done with a Rubric (see attached WRI 310 Rubric for Assessment of Advanced Reporting).

WRI 470 measured PLO 4: "Employ appropriate ethical and legal standards and professional codes in their service to their communities and cultures." WRI 470 Internship in Writing is where assessment of mature skills occurs. Performance evaluations are made on everything from general appearance, communication skills, initiative and resourcefulness, emotional maturity, poise, and self confidence, writing ability, dependability, ability to work with people, and on specific tasks of the job with notations from 1 (poor) to 5 (excellent). (See attached WRI 470 Internship Learning Agreement for form that supervisors fill out and return).

6. Summary of Data collected:

The rubric for WRI 310 measures research, narrative skill, grammar, and, comparison to best practices. There were three students in the class

The rubric had 20 possible points. One student earned 17, another a 16 and another a 7, for an average of 66%.

The rubric for WRI 470 is in the form of evaluation that is filled out by internship supervisors. Sometimes the supervisors provide the information in a letter instead of filling out the forms. In the 2012-13 school year there were three interns at U-T San Diego, one at San Diego Home and Garden Magazine, one at Tri-Athlete Magazine, one at Classy Co-Ed (a web-only magazine), and one at KCRA Television in Sacramento.

Internship supervisors at these media companies are asked to evaluate the students on a 1-5 scale, with 5 meaning Excellent. They are asked to evaluate the work the students did as well as the students' work habits and traits.

In all cases and for all questions, the students were given 4s and 5s from all supervisors.

7. Use of Results:

The findings for WRI 310 showed that for some students most of the objectives were met, but with one, who is not a native English speaker, further work was needed.

Where internship supervisors for students in WRI 470 said students needed additional preparation that information is given to all journalism professors so that the course instruction can reflect that evaluation.