

<b>Bachelor of Science in Journalism (BSJ)</b>				
<b>Number</b>	<b>Title</b>	<b>Goal</b>	<b>Evaluation Method</b>	<b>Results</b>
PG 1	Increase numbers of minority students	Increase minority student majors in the Journalism undergraduate program	Change in number of minorities in majors. Data comes from the university's registrar's office.	The department's African-American majors increased from 5.9% to 8.3%. The department's Hispanic majors increased from 23.9% to 26.4%.
PG 2	Increase number of majors	Increase the overall number of majors in Journalism	Change in number of majors from 2017 to 2018. Data comes from the university registrar's office.	The majors in the department of journalism have fluctuated over the last few years. After a steady drop of four of five years, the department saw a recent high (from the previous five years) of 500 majors. This was attributed to several factors, including the addition of a Sports and Media specialization, which was added to the major as a direct response to student demand and as a way to address the goal of increasing majors. Fluctuations can be attributed to a number of variables, including the perception that "journalism" is directly tied to "newspapers," which have experienced tremendous industry failures. This information was reviewed by the department chair, and data was distributed to faculty. Journalism majors have increased from 457 in Spring 2017 to 469 in Spring 2018.

Title	Outcome	Assessment Method	Threshold of Acceptability	How many students did you assess for this outcome?	How many students met the outcome?	What percentage of students met the outcome?	Does this meet your threshold of acceptability?	Results
Content (UG)	Identify how to avoid libel, invasion of privacy and copyright infringement, and describe the meaning of the First Amendment.	Standard bank of 5 questions to be used in all sections of MMC 4200 (the media law class). This assessment does not count toward a grade. Students were instructed to fill in a Scantron the questions with the correct answer.	90	356	341	99	Yes	In Fall 2017: 91 of 210 (43%) of students exceeded expectations by answering 5 out 5 questions correctly 105 of 210 (50%) of students met expectations by answering 3 or 4 questions correctly 14 of 210 (7%) of students did not meet expectations by answering 2 or fewer questions correctly In Spring 2018: 65 of 146 (45%) of students exceeded expectations by answering 5 out 5 questions correctly 80 of 146 (55%) of students met expectations by answering 3 or 4 questions correctly 1 of 146 (>1%) of students did not meet expectations by answering 2 or fewer questions correctly (Spreadsheets not compiled during the assessment list. Hand-tallied by department of journalism office.)
Communication (UG)	Pitch a distinctive local story of any genre (news, features, sports, etc..) relevant to the audience using multimedia (text plus photo and either audio or video).	Portion of students in the News Practicum who submit at least two stories (presuming that submission first requires a successful pitch). This is calculated through instructor and department chair tallying scores from Canvas. Therefore, no assignment is attached.	90	93	78	84	No	In Fall 2017: 35 of 47 students (74%) met expectations by successfully pitching and submitting two stories 12 of 47 students (26%) did not meet expectations by unsuccessfully pitching and submitting two stories In Spring 2018: 43 of 46 students (93%) met expectations by successfully pitching and submitting two stories 3 of 46 students (7%) did not meet expectations by unsuccessfully pitching and submitting two stories
Critical Thinking (UG)	Publish a timely enterprise story with multimedia of sufficient quality to be published with relatively minor editing.	Average of two scores on each student's non-daily content submissions for the News Practicum. Scores were tallied from Canvas grades, so there is no specific assignment.	90	90	72	80	No	In Fall 2017: 29 of 44 students (66%) exceeded expectations by scoring greater than 80% as an average score on two enterprise stories 5 of 44 students (14%) met expectations by scoring greater than 70-79% as an average score on two enterprise stories 10 of 44 students (20%) did not meet expectations by scoring lower than 70% as an average score on two enterprise stories In Spring 2018: 34 of 46 students (74%) exceeded expectations by scoring greater than 80% as an average score on two enterprise stories 4 of 46 students (9%) met expectations by scoring greater than 70-79% as an average score on two enterprise stories 8 of 46 students (17%) did not meet expectations by scoring lower than 70% as an average score on two enterprise stories.

Critical Thinking (UG)	Correctly calculate and interpret numbers commonly used by journalists.	Bank of numeracy-related questions. Test of 10 questions administered to students. Test does not count as a grade.	90	19	1	5	No	In Fall 2017: This data was not measured due to an administrative error of the instructor failing to assess the test to students. In Spring 2018: 1 of 19 students (5%) exceeded expectations by scoring 80% or higher on a 10-question numeracy test 0 of 19 students (0%) met expectations by scoring 7-79% on a 10-question numeracy test 18 of 19 students (95%) did not meet expectations by scoring 80% or higher on a 10-question numeracy test No spreadsheet available. Hand-tallied by the department office.
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**Programmatic Use of Results:**

PG1: Searches have yielded a diverse group of candidates who will be added to the faculty, including a lecturer in the department of journalism who will also serve as the College's diversity and inclusion officer. We hope that the addition of these faculty members and continued discussion will help increase minority majors. A new lecturer, who started in 2017-18, is also serving as the faculty adviser to the student chapter of the National Association of Black Journalists (a role that has not been tended to in many years) His presence and goals of increasing diversity of our population will have a positive impact on the attraction and retention of majors.

PG 2: Part of the department strategy has been to communicate that "journalism" means many things and has a wide variety of skills that can be applied to a number of industries in the media and communications fields. The department has decided to continue to discuss this issue of concern. The department also agreed to launch a new UFO major based on its Sports and Media track. The track has grown dramatically in the past two years and is expected to attract many online majors.

SLO1: We have developed a longer assessment to better determine student understanding of First Amendment issues. The new 10-question assessment will begin in Fall 2018. We anticipate that this will give us more insights than the 5-question assessment that we have used.

SLO2: Several changes were instituted based on this SLO data: The department submitted a new assessment plan for 2018-19, largely because this class changes (given the nature of the class, in that takes place in an immersion venue, and will not be a required class in the new journalism curriculum). Instructors of this course developed more materials and instruction on idea development, which has been an issue in the past and may have contributed to improved data in this cycle. It was decided that students would be more actively involved in the pitching process in the Innovation News Center, and the class has changed to have them become more active in that process. The department added an intermediate multimedia reporting class to help improve the skills of more advanced classes.

SLO 3: The department decided that this course will no longer be used as an assessment course, as it will not be required for majors in the new curriculum and because the nature of the course runs through an immersion venue, so it changes constantly. That makes it difficult to track (in a parallel way) data from semester to semester. But the data has given instructors insights into how to morph the class to balance the demands of daily deadline reporting and reporting on longer projects. The class morphed to helping students develop enterprise projects and some daily stories, as opposed to focusing solely on daily pitches. This is largely because the SLO data showed that previous iterations of the course showed that students were not as equipped to handle that (and that is what led to the curriculum change of developing an intermediate multimedia reporting class, which will now be required of all majors).

SLO 4: The department (and the UCC) approved a required course in numeracy for all journalism majors to help students better gain skills in numbers. This was just institutionalized, so we will begin to see the first students who will have taken it. We anticipate that this course will help our students gain the necessary skills in this area. In addition, we discussed other places where we need to include more reinforcement of data skills. While offered in numerous places as electives, we must include the skills in introduction and intermediate reporting courses.