

**E.W. Scripps School of Journalism
Assessment Plan
Spring 2013
Approved by Faculty April 24, 2013**

The E.W. Scripps School of Journalism adopted goals as well as core competencies and values within the context of the mission of the School, adopted in 1998. These form the foundation of the School's assessment plan and directly correlate to the ACEJMC values and competencies. Additionally, the Scripps assessment plan is in accordance with the Ohio University Learning Outcomes Pyramid which is attached to the end of this plan.

Our Mission/Competencies

The goals of the School remain "to search for truth, develop critical analysis, thinking, writing and speaking abilities to enhance free, responsible and effective expression of ideas." To that end the School will:

- Stress the importance of the First Amendment;
- Foster the highest standards of journalism ethics;
- Prepare students to enter the journalism professions;
- Provide a liaison between students and professionals;
- Involve students and faculty in an extended university;
- Value an international presence and perspective;
- Attract, nurture and retain a diverse group of outstanding students;
- Expand scholarly activity to enhance the body of knowledge within journalism;
- Integrate information technology into the curriculum;
- Support a diverse faculty offering an array of contributions;
- Offer an environment that equips students to live in a diverse world;
- Uphold the university mission of commitment to educational excellence through focus on the individual student.

The core competencies of the School of Journalism are aligned with the professional values and competencies formulated by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC). As such the faculty endorses the adoption of the ACEJMC goals. Scripps graduates should be able to:

- Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- Demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relations to mass communications;
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- Understand concepts and apply theories in the use and presentation of images and information;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Think critically, creatively and independently;

- Conduct research and evaluate information by methods appropriate to the communication professions in which they work;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply basic numerical and statistical concepts;
- Apply tools and technologies appropriate for the communications professions in which they work.

There are varying levels of these values and competencies:

- Awareness – being familiar with the information;
- Knowledge – comprehending and synthesizing information;
- Application – competency to apply the information and the skills to the disciplines.

The goal for Scripps Journalism students is to reach the Knowledge level for all values and competencies through the core courses required for all majors, and then to apply that knowledge in track and elective courses.

Assessment Process

The E.W. Scripps School of Journalism will assess learning outcomes in accordance with the ACEJMC values and competencies, the School's mission, and the University's established learning outcome objectives.

The director will appoint an assessment committee chair and committee members each year. It is recommended that the committee have a minimum of five members, but no more than eight, including the director as an ad hoc member. This provides enough manpower to accomplish the tasks required without the committee becoming too unwieldy. For continuity, it is also recommended that at least two committee members and the chair serve at least two consecutive terms. It is recommended that the assessment committee be assigned a graduate student research assistant to assist with data processing. The committee will assess learning outcomes based on both direct and indirect measures following the specific timeline outlined with the measures below.

It will be the committee's responsibility to formulate deadlines, develop measurement instruments, collect data and annually provide the faculty with an outline of the results. Implementation of actions items resulting from the data will be the responsibility of the School's standing committees or ad hoc committees as appointed by the director. All proposed changes to this document must be brought forth for a full faculty vote. Additionally, all changes suggested by the assessment committee's report must have full faculty vote before implementation.

Assessment Measures

The plan calls for four indirect and three direct assessment measures. The measures will be reviewed annually by the assessment committee to determine if any changes or additions need to be made to the existing measures, or if any additional measures need to be added.

Indirect Measures

1. Syllabi Audit (indirect measure)

To ensure that all students are exposed to awareness, knowledge and application of all the ACEJMC values and competencies, the syllabi audit will focus on the four core courses required of all journalism majors, with track and elective courses being audited less frequently and viewed as supplemental in exposure and learning of the values/competencies.

An initial, baseline audit will review all sections of the core courses to determine which of the values and competencies are already covered through course objectives (awareness), readings, discussion (knowledge) and assignments (application). Based on the initial audit and discussions with faculty teaching those courses, a set of values and competencies will be matched with each core course and communicated to all faculty and graduate students who teach that course. The goal of this matching of values/competencies to core courses is two-fold. First it ensures that all the values and competencies are reached in at least one course that all students take, and secondly it provides consistency of outcomes across all sections of core courses. Faculty are free to teach those goal values and competencies any way they find effective.

After the initial audit and matching of values/competencies to core courses, the assessment committee will conduct syllabi audits of all sections of the core courses to check that the recommended values/competencies matched to each core course are evident in class learning objectives, and in the content the course covers. The core course syllabi audit will take place every two years. In the alternate years the assessment committee will conduct syllabi audits of the track courses or elective courses to show how students' exposure to the values and competencies is supplemented beyond the core courses.

2. Alumni Survey (indirect measure)

There is no better way to measure success than to seek input from alumni. Items asking alumni about their perceptions of mastery on the 12 values and competencies have been added to the questionnaire administered by the Office of Institutional Research 12 to 15 months after graduation. OIR collects this data annually, along with employment status, job satisfaction, and academic program satisfaction data. It will be forwarded to the assessment committee for analysis yearly.

3. Annual National Survey of JMC Grads (indirect measure)

The annual University of Georgia survey conducted by Lee Becker provides valuable information on the length of time before a graduate finds work, and what that work entails. Our students' job success can be compared with other students nationwide through this data. It will be forwarded to the assessment committee for analysis yearly.

4. Student Competitions (indirect measure)

We want our students to be able to compete regionally and nationally, and this is an excellent means to evaluate learning (application). The competitions in which our students compete include the National Student Advertising Competition, Hearst Journalism Awards, SPJ Mark of Excellence Awards, Ohio AP Broadcast Awards, the National Academy of Television Arts and Sciences Emmy Awards, and the Public Relations Society of America Teahan Awards. Plus our students compete for many national internships, scholarships and fellowships. Compiling this data over time will assist in determining effectiveness of instruction through outside evaluation of student work in comparison with students

across the country. With the assistance of the school's Contest Committee, the front office will compile yearly lists of student awards.

Direct Measures

5. Employer Internship Performance Evaluations (direct measure)

Every journalism student is required to participate in at least one, advisor-approved internship. To get credit for this requirement, students must have their internship supervisor complete an evaluation form. Those forms, which include assessments of students' writing, critical thinking, and knowledge of skills and concepts of their field, will be aggregated at the end of each year as evidence of students' progress in those values and competencies.

6. Freshmen/Senior Knowledge Survey (direct measure)

To determine how well students achieve over time, a knowledge test will be administered to freshmen and seniors that will assess awareness and knowledge of many of the values and competencies. The test will examine basic journalism knowledge (ethics, law, history and First Amendment), and basic numerical and statistical concepts. The test will be administered fall semester in JOUR1010 to all freshmen to establish baseline knowledge, and in the senior capstone courses, JOUR4860 Strategic Communication Capstone and JOUR4870 News and Information Capstone, fall and spring semesters to all seniors. This will allow for longitudinal comparisons of students' learning over a four-year time period. The data from the knowledge tests will be analyzed yearly, beginning in academic year 2013-14.

7. Senior Capstone Project Review (direct measure)

All journalism seniors take a capstone course in which they produce a major multimedia project that brings together the skills and concepts they have learned throughout their academic program (application). Each capstone professor is asked to have at least one industry professional review these projects and evaluate them for evidence of mastery of multiple values and competencies, including, writing, diversity, images, professional ethics, critical and creative thinking, and skill with tools and technologies of the profession. A uniform evaluation metric will be used to address those values/competencies, to which individual professors may add any additional evaluation items that are specific to their students' projects. The data from those professional evaluations will be aggregated and analyzed annually, beginning in academic year 2013-14.

Feedback and Recommendations

The Assessment committee will prepare an annual report to the faculty at the end of Fall semester with results of the analysis of data collected on the seven measures, and any recommendations for change if deficiencies are found in learning outcomes of the values/competencies. Those recommendations would be discussed by the full faculty and/or assigned to the appropriate committee (i.e. curriculum, technology, contest, or ad hoc) for an action plan if needed.

Timeline

1. Syllabi Audit:

Data Collection—Fall semester by assessment committee, odd years core courses, even years track or elective courses

Analysis—Fall semester after data collection

Recommendations—Fall semester with Assessment Committee annual report

2/3. Alumni Survey/ Annual National Survey of JMC Grads:

Data Collection—Fall and Spring semester by Office of Institutional Research, and University of Georgia yearly

Analysis—Spring semester when data is released by OIR/UG

Recommendations—Fall semester with Assessment Committee annual report

4. Student Competitions:

Data Collection—Fall and Spring semesters by contest committee, and front office

Analysis—Compilation of list by academic year's end

Recommendations—Spring semester from Contest Committee

5. Employer Internship Performance Evaluations

Data Collection—Fall, Spring and Summer semesters by students interning (graduate assistant compiles)

Analysis—Fall or Spring semester by Assessment Committee

Recommendations—Fall semester with Assessment Committee annual report

6. Freshmen/Senior Knowledge Test (direct measure)

Data Collection—Fall and Spring semesters by faculty teaching JOUR1010 and JOUR4860/JOUR4870--knowledge test to be developed and approved Spring/Summer 2013 (graduate assistant compiles)

Analysis—Spring semester

Recommendations—Fall semester with Assessment Committee annual report

7. Senior Capstone Project Review:

Data Collection—Fall and Spring semesters by faculty teaching JOUR4860/JOUR4870—evaluation metric to be developed and approved Spring/Summer 2013 (graduate assistant compiles)

Analysis—Spring semester by Assessment Committee

Recommendations—Fall semester with Assessment Committee annual report