Academic Learning Compact: Journalism [Effective 2011]

University of South Florida St. Petersburg.
Summary Statement – Academic Program Performance in 2011-12

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

JMS has performed admirably over the last year in many areas. Strengths include diversity/multiculturalism, history, and technology (multimedia), all of which are integrating more and more into the curriculum through specific efforts of faculty. Some weakness is seen in theory; general grammar and punctuation and journalism style in the writing classes (especially the early ones); and cross departmental consistency in measuring critical thinking and civic engagement; although, students measured strong in both of those areas in the current process. In all, strengths overshadowed weaknesses in the department; however, several issues require immediate attention. One of those is that one of our core courses in both grad and undergrad programs, law (one every student in both programs is required to take) is taught by an adjunct professor. While instruction is excellent now, the department is left open to an uncertainty that should not be allowed or tolerated. Duties required in the new online program (and now a string of sabbaticals) drain resources, making it difficult for the department to offer the kinds of classes that will allow students to graduate in a timely manner. This results in more requests for independent studies, which are always the best choice for student or faculty member. This also results in the need for more adjuncts. This program has operated for more than 20 years rarely ever requiring more than two adjuncts a semester. This situation meets accreditation standards. Now, however, we find ourselves with five or six or more adjuncts, as we scramble in the undergraduate program to find people to cover classes left by faculty who teach a class in the online program (or, who take sabbatical leave). What findings from this assessment period showed us is that we continue to have a strong department that satisfies most faculty and students. We have expanded diversity/multicultural and history components into more classes than ever before, and our students respond well to that.

Journalism, by necessity, can only be a multimedia program. Circumstances in this digital environment allow it to be nothing else. Our faculty members have done a solid job in integrating technology throughout the curriculum (something we started before many journalism programs in the country). This has been one of our successes, often due to junior faculty donating their time to work with students in classes they don’t teach, and senior faculty adapting (and in some
cases reveling in) the new technologies. We must hire carefully to fulfill our needs in more traditional aspects of the program while making sure that we meet the needs of the newest aspects of our program. Meanwhile, our core mission of reporting and writing has been well met, even though we have issues with some students coming to us with extremely poor grammar and punctuation skills. This puts added pressure on our faculty members in those classes to teach regular content while at the same time teaching grammar and punctuation, something sophomores and juniors in college should know. We are working on the issue of having to teach basic software skills at the same time we teach how that software should be used. In the past, we’ve recommended workshops, but we haven’t had enough faculty to make that work since we began working in the online program. This is an issue that has improved, and that we will overcome. Our students get what they need in writing and reporting skills, and in the various technologies required to work in the digital media world. Many of them are less inclined to be journalists, and more inclined to use those skills in other often media-related areas. This is an issue the program is facing, as we have adjusted to JMS being a solid liberal arts major rather than a specific practical, professional program.

**Summary Statement – Impact of Changes Made in 2011-12**

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2009-10 and the positive/negative impact of the changes that were made.

The most successful changes came in our dedicated efforts to introduce history, diversity/multicultural, and technology components to more areas of the curriculum. Rather than have specific classes in each area, we strove to fit those areas naturally into more classes. Results from assessment measurements and from faculty narratives indicated that this worked well. We had been working on the technology components from the late 1990s, and both created new classes (the latest being Social Media) and integrated technology into existing classes (this included blogging, writing for online audiences, and most of all encouraging multi-media assignments). We emphasized last year, again, the need for more classes to incorporate diversity/multiculturalism units and to expand the range of what constitutes “otherness” and that worked remarkably well. Further, last year we focused on getting faculty members to focus more on history in their classes, as we have no specific journalism history class (as we do for technology and diversity), and this worked splendidly, as faculty members incorporated components of various sizes and scopes into many classes. We fell short again trying to figure out how to teach grammar and punctuation in the writing and reporting classes and how to get students to learn journalism style. While students generally passed these specific assignments, often it came at sacrifice by faculty members who spent more time than they wanted in these areas. An encouraging area of improvement, at least tentatively, is use by several faculty members of group, interactive, and/or wiki assignments, which generated more interest in topics students usually found unexciting (editing, for example) and energized other classes (ethics, for example). These came about as faculty members attempted to fix specific programs they had previously encountered, and results are encouraging enough to approach the whole faculty with ideas about how these methods might be more broadly incorporated where appropriate. We noted last year that a growing number of our students were looking outside traditional journalism for career opportunities; therefore, some of the issues that showed up in journalism classes might be related to motivation as opposed to ability. We can’t report a lot of progress in this area because it’s going to take more than a year to address it; however, assessment reports indicated that several faculty members made at least subtle changes in the way they addressed classes, telling students, for example, how the skills and knowledge from journalism classes could be used in a wide range of media and
other work. It’s difficult to say what impact this might have, but it should help students understand better the possibilities they have with this degree. With the incorporation of technology in more classes, we’ve also tried to emphasize the issues technology brings, legal and especially ethical. We’ve had modest success in stressing these in both the law and ethics classes, but also in several other classes in the curriculum. Some of the assessment is difficult this year because of changes in faculty necessitated by retirement (law) and sabbatical (ethics). The consistencies we have when the same professors teach courses year after year aren’t present when we adjust to realities of faculty assignment. In terms of critical thinking, we haven’t yet created a cross-departmental uniform measurement. Assessment showed that we shouldn’t worry about our students’ learning and abilities in this area, but we do have to create consistent measurements.
**Academic Learning Compacts: 2011 – 2012**

“... to ensure student achievement in undergraduate and graduate degree programs ...”

**Academic Program: Mass Communications & Journalism**

**Person Responsible: Robert Dardenne**

---

**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]

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

### 1. Content/Discipline Skills

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Students will demonstrate an understanding of journalism ethics, law, history, theory and will gain knowledge and understanding from targeted efforts in various classes.</td>
<td>1a. A culmination exam in Senior Seminar, which every student takes during their last semester in the program. The exam requires ethical, legal and professional analysis and decision-making, and understanding of</td>
<td>1a. We have consistency issues in law and ethics because of retirements and sabbaticals. The law replacement is an excellent adjunct who has taught for us before. The ethics replacement had not taught ethics at this university before (and he will be</td>
<td>1a. Students take required classes in law and ethics (and components of each in other classes). Both are program strengths. In general, they perform well in the ethics and law courses and on the exit exam. Faculty report good</td>
<td>1a. We will look closely at law as the adjunct instructor (who had taught during the regular now retired law professor’s sabbaticals), develops the course. Findings indicate, however, that no big changes are required. This is also true for</td>
</tr>
</tbody>
</table>
Students demonstrate awareness of contemporary issues affecting news decisions, such as the media industry's shifting economic structure, legal and professional analysis and decision-making, and understanding historical and theoretical context. Students are also tested in this knowledge through law and ethics classes, with papers and projects.

| 1b. Students will create appropriate materials for a cumulative portfolio in Senior | 1b. Students complete a cumulative portfolio in Senior | 1b. Students will demonstrate proficiency as defined by agreed assessment results on law and ethics assignments in other classes as well. The addition of case studies in ethics gave students more opportunity to discuss solutions to problems. Ethics class is taught online and on-campus. Findings between the two vary, which makes results inconsistent. However, students continued to show competency in ethics. History now is taught in several courses, including some sections of MMC 2100 and JOU 2100. Students have done demonstrably better on the exit exam in this area. However, in some cases, students in at least the beginning course, have shown reluctance to read longer materials. This hampered progress. General media theory remains a weakness, although indications on the exit exam were that students improved. In ethics and vis com, faculty focused on that area and got better results. In Research Methods, while some students struggled, most show general competency in theory assignments, including analysis of research papers. Ethics, always a strength. However, this course was taught by another professor as the ethics professor was on sabbatical, and it, at least in the near future, will be taught by an adjunct. The regular professor becomes chair of the department and the professor who taught ethics last year takes sabbatical. These changes require closer monitoring of results. The department has succeeded in making history more a part of the curriculum, and will continue that effort. We look to have a history component in more classes. In at least the beginning course, the instructor will depend more on visual representations of history (this is an online course, too), which will provide students what they need without the longer readings. In theory, there’s more work to be done. The department has to increase the number of classes that have theory components, and focus more on general media theory. In Research Methods, the instructor will, for example, set up the theory assignment to allow students more feedback before evaluation. | 1b. Our goal is not to force every student into the same career |
substantial and varied professional portfolio, even if journalism isn’t their main career goal.

Seminar, the capstone class. The portfolio is either a freestanding website or an on-line blog and comprises a professional resume; statement of career objectives; a job-application letter and packet; and representative samples of news writing; editing; design, photography and other visual communication content; and other areas of journalism and media performance. Faculty evaluate portfolios, but professionals outside the university often provide feedback.

upon departmental and professional standards in journalistic and media content endeavors as collected from materials they produced in and out of school (as part of their internships, for example) during their time in the department. These standards include, but aren't limited to, topic choice, sources, design, organization, structure, dissemination (if appropriate), style, grammar, visual appeal, and tone.

are mastering digital technology in terms of web and blog building and design. The issue brought up last year, however, remains — many students in the program aren’t interested in traditional journalism careers, and have less motivation to create journalistic materials for their portfolios. More are using class projects from web and design classes. This demonstrates the changing nature of journalism as an academic degree. Finding an appropriate Senior Seminar instructor also becomes a challenge as work in that class becomes more and more technologically focused. Two faculty members essentially donate time to help students with the more technological issues. Findings showed that students who worked on the Crow’s Nest are better students in Senior Seminar.

track. We have, as a department, over the years, anticipated and changed as the news and media landscape has changed. Our challenge, however, remains to provide students with the knowledge and skills they want, while at the same time providing them with the knowledge and skills they need as journalism majors. We have adapted and changed to meet those needs, but this is an issue that cannot be solved in an academic year. The department continues to work toward a solution that meets our students’ needs at the same time it satisfies our obligations as a department of journalism and media studies. We will continue to work toward some resolution that works for both students and faculty. Findings indicate that a sure way is to get more students involved in student media, especially the Crow’s Nest.

1c. Students will Identify and analyze legal and ethical issues in the current highly volatile technological environment.

1c. The department has both law and ethics courses for undergraduate students. Those courses have papers, tests, and projects that assessment student progress in these areas. The Senior Seminar course has an exit exam that also plays a part in this assessment. The

1c. Students demonstrate understanding of basic principles of law and ethics as they apply to journalism and journalism and the new technologies. At minimum this means knowledge of the foundations of ethics, theories, case studies, and application of principles and

1c. Most students have done well on tests, projects, and papers in law and ethics classes, and in new media classes with law and ethics components. Faculty members find that the general knowledge and skills from the law and ethics courses give students an

1c. Despite teaching changes in the past year, traditional law and ethics courses continue to work well. As noted above, the program focused on these areas from the beginning. Our biggest challenge is adapting to the rapidly changing media landscape, in which privacy and
department has been a leader in the country among journalism programs integrating digital technologies, and it continues to add to this area (most recently with social media classes). Law and ethical issues are a part of these new media courses, and assessed through projects, papers, and tests. JMS uses a range of classes in and out of these specific areas to assess student work according to agreed upon departmental standards. Concepts in real-life journalistic situations. It means understanding the underpinnings of constitutional law that applies to journalism and media, including the First Amendment, knowledge of at least the most significant legal decisions affecting journalism, and ability to apply legal decisions to current news and media events and situations. And, it means having an awareness of how traditional journalistic law and ethics can and cannot be applied to the so-called new media. Advantage in the new media courses; however, the rapidly changing environment offers a challenge for student and faculty alike. In some ways, faculty members are finding that this is less a law and ethics issue and more an issue of critical thinking. Also, the addition of more case studies in ethics helped students better understand how ethics relates to practical journalism and media situations, and improved retention. The ethics faculty member also noted that some strategies that might have worked in a smaller class worked less well in a large one. In social media class, all students performed well on exercises analyzing and applying ethical principles to SM content. Other values don’t keep up with new social and other media. One faculty member focuses on social media and has kept us up with these issues, but our goal in the coming few years is to integrate legal and ethical concerns into more classes, just as we have integrated the technology into more classes. Our main strategy has been constant — ensure a solid understanding of the principles. The key is applying those principles to a media world that becomes ever more connected and open, challenging privacy and other values that don’t hold as well in the new digital environment as they did before. This is ongoing, and also is relevant for critical thinking.

*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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Students will demonstrate ability to create multi-media news and other multi-media content consistent with agreed upon standards.</td>
<td>2a. Students create a portfolio during Senior Seminar that includes their news media and other work, including internships, during their time in the program. This is evaluated by the instructor in Senior Seminar and discussed among faculty. Students also complete journalistic assignments in up to four or five journalism writing classes, and produce media content for photography, video, design, and production classes.</td>
<td>2a. All student work must meet professional and/or agreed upon department standards in each of the areas assessed. The student portfolios are essentially high-powered resumes and display the best of the students’ work throughout their time here. Class assignments are far more variable, as our students produce hundreds upon hundreds of articles, photographs, videos, web pages, digital design elements, and so forth each semester. While it’s not our intention to make every piece of work a party in this analysis, our faculty do discuss and assess student work in general at various points each semester. We use the results of those discussions as part of our ALCs. Their work must meet professional or agreed upon departmental standards, and our goal is for students to produce publishable materials.</td>
<td>2a. We still had an issue with software in more technologically oriented classes, with faculty teaching required technology and use of it at the same time. Still, student projects grew more sophisticated. Article quality remained about the same, with the majority adequate. One professor improved quality (maybe because of peer pressure) with students critiquing each others’ work. Some technology classes incorporated news and media assignments, and some writing/reporting classes encouraged multimedia presentations, and all reported improvement. About 80 percent of students are competent in this area. The other 20 have strengths, but must be more versatile. Grammar continued to vex faculty, who are challenged to teach grammar along with newswriting. News style remained a weakness, and stubborn problem.</td>
<td>1a. While students generally improved, we remain challenged in three areas: student knowledge of critical software, basic grammar, and news style. These are not new issues. Changed approaches in the technology classes helped some; using a grammar book and more focus on grammar and punctuation helped only marginally. And, various methods (from quizzes to emphasis in articles) hasn’t appreciably improved student learning of journalistic style. These are issues we’ve discussed before, and as a faculty, we’ll discuss again to see where some faculty members have found more success than others. We need to develop department-wide initiatives to improve student performance in the content areas, and we’ll work to enhance areas of technology as well.</td>
</tr>
<tr>
<td>2b Students will conduct journalistic research, employing tools based in traditional and online reporting and other methods that meet agreed on departmental and/or professional standards of quality at the appropriate level.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b Students are assessed on their research skills in most classes; however, the department created the required undergraduate research methods class expressly for this purpose. Focus depends on instructor, but the fundamental goals and objectives remain the same. The class has two or three dedicated assignments that indicate student competence in these areas and they constitute assessment for this outcome.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b Students complete the relevant assignments (employing journalism research methods, including basic and other tools such as surveys, reading budgets and annual reports, searching public records, etc.) with a competency that meets or exceeds departmental and/or professional standards, which are consistent and commonly acknowledged. Successfully completed assignments, as assessed by the instructor, and evidence of mastery of journalistic research methods as evidenced by successful completion of class assignments and work included in the final portfolios in the Capstone Course. Further, the Research Methods class has a unit, with assignments, of academic research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b Research methods, required, is often taken beyond the point where all students consider it useful. The instructor incorporated different kinds of assignments (including group assignments) to enhance student performance and satisfaction in some interviewing and research exercises. Making the course wholly online changed its nature and makes it difficult to judge consistency. But, most students were deemed competent in most assignments, including numbers, where students showed weakness in statistical analysis. Some students struggled with producing original research as well. Other classes incorporate numerous research components, and a few measure competency. Those results showed generally positive results, with a deficiency in academic research methods, and in some aspects of journalistic research, including public records searches. Indication is that skills are less an issue than motivation in some instances.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b Increased emphasis on databases and other online sources of information as well as searching public records seems to have strengthened student performance there, but we need time to assess. Changing the nature of some assignments also helped. But, the department needs to strengthen advising to get students to take research methods earlier in the program. More students major in journalism, but fewer show interest in traditional journalism and this has greater bearing on research methods than some other content areas. Increasing group assignments has made the materials more interesting to students, and adding more academic research methods might provide more applicability to more classes. Also, JMS has to focus on measuring the outcomes of more of the research components we already have. Our issues with undergrad research are ongoing, and will to be addressed by faculty in terms of curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2c Students will attain the necessary skills and meet the necessary standards to master JMS courses, just as the media industry, increasingly employ new technologies to do so. This knowledge and these skills are measured in a variety of courses. All students, of course, will show improvement, and a broader range of multi-media. |
| 2c This area challenges practice and teaching of journalism and media. Newly emerging, |
and/or understand technology required for the field and at play in the field.

explore, create, organize, display, present, and disseminate news and media materials, as well as facilitate interaction among citizens and between people and news and other media organizations. Students can no longer learn how to report and write, but must also be knowledgeable about a range of media technologies. Most JMS courses focus on multimedia production, and specific courses focus on specific technologies, including social media, photography, video storytelling, web production, and convergence. Students will show evidence of having learned the necessary skills to create and maintain webpages (at least by using templates), produce and manipulate images, create basic designs, and produce cross-platform media information. They will at least be able to create a multi-media portfolio of their JMS work.

However, must demonstrate the basic knowledge and skills required to produce a multi-media digital portfolio of their work in Senior Seminar. Beyond that, various classes have specific measurements for each of the other requirements for technological competency. These consist of projects and assignments that test students in photography and video production competencies, as determined by departmental and professional standards; in web production, as determined by departmental standards; in convergence or multi-media platform production, as determined by departmental standards; in knowledge of and basic skills in analysis of use of social media, as determined by course standards; and in knowledge of the theories and approaches to visual communication, as determined by course standards.

technologies available to students. Students asked one instructor to teach “Flash,” a software he didn’t plan to teach; some faculty found it difficult to teach “technology” as well as course content; one faculty member who found students wanting in one area of technology developed handouts and class notes to address immediate problems, which improved results; and one instructor found that in dealing with just technology, students lost interest; so, she created assignments that integrated interviews and other non-technology components, improving performance. The demands of changing technology are great, but faculty and student reports reveal that the program is largely successful in meeting most of them. Most students are competent in most areas of technology required to produce multi-media content.

interactive technologies rapidly change the face of journalism and media, and put enormous pressure on journalism and media studies programs to not only teach the foundational legal, ethical, theoretical and practical issues of content creation, but also how that creation changes with each new interactive technology. Classes that used to teach a couple of basic concepts, now teach those concepts plus all the associated software and hardware required to present and share information in a 24-hour, interaction-based news and information cycle in which citizens not only use news, but also produce it. We will work to integrate more technology into classes, and to teach software basics outside classes, which could then be used to create multi-media productions. This is an ongoing process.

3. Critical Thinking Skills

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Students will demonstrate the ability to think critically and imaginatively when systematically anticipating, identifying, analyzing and</td>
<td>3a. Two required &quot;foundation&quot; courses -- Media Ethics and Media Law -- focus on critical thinking skills through readings, reports, examinations and</td>
<td>3a. Demonstration of intellectual abilities associated with critical thinking (including examining, applying, conceptualizing, analyzing, synthesizing,</td>
<td>3a. Most faculty members in most measurements found most students met their competency criteria. This sounds vague, but it indicates success, even if we</td>
<td>3a. We know the majority of students meet requirements for critical thinking. Our classes challenge them and they often respond well. Still, we have no</td>
</tr>
</tbody>
</table>
resolving ethical, legal, practical and other professional and academic problems or issues.

research papers. Most courses in the program, however, address critical thinking skills, including research methods, beginning reporting, visual communication, mass communications and society, and various skills and concept classes. Critical thinking is one of the major assessments of the culminating exam in Senior Seminar. These are all evaluated by the relevant instructors based on standard criteria.

appraising) to address and/or resolve issues with clarity, discipline, reason, and creativity in accordance with agreed upon departmental standards.

Students exhibit through papers, discussions, projects, and culminating exam the ability to examine, conceptualize, apply, analyze, synthesize and appraise issues and problems related to a range of elements in news and media, and in academic and other research. Some areas evaluated by grades on specific assignments. Student performance also evaluated at a program level in faculty discussions in which faculty members assess classes and determine how students’ critical thinking efforts can be improved.

haven’t developed standardized criteria across the curriculum. Examples of specific areas in which students met criteria are: evaluating credibility of original research and articles reporting research studies, deciding hierarchy of information for inverted pyramid and other journalistic forms, developing story ideas that met criteria for newsworthiness, and applying both ethical and legal principles to real life situations. The culmination exam shows acceptable abilities among students. Further, several faculty members reported that they got better results in assignments that measured critical thinking by using small groups.

set of measurable departmental objectives that provide consistent results across all our classes. The challenge is difficult in part because of the increasingly varied nature of classes — on-campus, online, hybrid, technical, artistic, practical, theoretical, and so forth. We still haven’t “standardized” critical thinking, as reported before. We continue to work at it. This has been less a priority because we know our students meet most of our individual criteria. Some broad standards might accommodate an accreditation report, but won’t do what we seek to accomplish in the program. This continues to be our goal in this area.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Students will demonstrate awareness of human, educational, environmental and other similar needs of the community and through the community the public at large. In doing so, they will tell untold stories, create awareness between politicians and the public, and work to resolve ethical, legal, practical and other professional and academic problems or issues.</td>
<td>4a. Through a variety of classroom experiences, students participate in projects, activities, and assignments that require civic engagement, including working with community groups, non-profits, and other organizations on a range of community-oriented issues. In doing so, they will tell untold stories, create awareness between politicians and the public, and work to resolve ethical, legal, practical and other professional and academic problems or issues.</td>
<td>4a. Students participate in formal and informal civic engagement activities in two required and other classes, and through journals, papers, and other reporting mechanisms in which they recount experiences; research, analyze, and report community issues; note</td>
<td>4a. JMS civic engagement activity from two required classes entails a broad range of activities, from evaluating grant proposals, to profiling various community citizens, to working with non-profits. Students and teachers engaged in this work find it engages students and teachers.</td>
<td>4a. Perspective is valuable to journalists, and we must determine how best to give students various perspectives on their communities. Civic engagement has proved to be helpful, but the department continues to work to determine how best to expose journalism.</td>
</tr>
</tbody>
</table>
community, give voice to those reluctant to speak out on their own through responsible community journalism, as enhanced by civic engagement projects.

Some classes, students solicit proposals for grants, assess them, and award funding. Most of these activities require journals, papers, or other reporting mechanisms, which faculty members evaluate. These instructors then discuss the activities and their merit with the rest of the faculty. Students will use many of the same principles in developing stories and projects in other classes as well.

Successes and address ways to overcome failures; produce in-house and publicity materials; and engage in other activities, practices demonstrating awareness they gained in civic engagement experiences. Efforts in these activities result in more knowledge and understanding of communities and their residents and ideas about challenges and triumphs from these communities. Ideally, this makes for better journalists and citizens. It also should manifest in stories, articles, projects and papers they produce in other classes. These should clearly demonstrate characteristics associated with sensitivity, diversity, cultural awareness, etc. Assessment done by instructors in relevant courses.

Provides alternative perspectives. Plus, it introduces them to communities and citizens they might not otherwise encounter. Typical student comments were that they would continue such work after classes end, and that they’ve been inspired. This is typical of JMS civic engagement work over the past several years. Activities in other classes have been inconsistent at best; however, every student in the department is exposed to a civic engagement activity. How that work affects assignments in other classes has not been effectively measured.

Students to an activity basically outside the realm of journalism. This activity is instructor-driven rather than curriculum-driven. The department continues to work toward a more uniform civic engagement approach and to explore how best to determine civic engagement effects on student work in other classes.

*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.*
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Students will demonstrate professional roles and responsibilities to identify and address issues of concern (community knowledge, prejudice, stereotyping, inclusion, crime, schools, businesses, etc.) in the diverse communities served by journalists.</td>
<td>5a. Students in NNB report from the Midtown community and provide stories, features, and photographs to local news outlets and its website. Most other courses have a diversity/multiculturalism component in which students address community issues related to prejudice, stereotyping, inclusion etc. Students in several classes participate in civic engagement projects that require learning about communities and their issues. Senior Seminar includes a culminating exam that addresses student knowledge in community and diversity issues and their portfolios demonstrate that knowledge and awareness in the published and other work they’ve done. Course instructors assess all these, and bring up these issues in faculty meetings.</td>
<td>5a. Student articles and stories in NNB and other classes reflect awareness of community/diversity/multicultural issues they get through the program. They will show, among other things, awareness and knowledge of issues relevant to the communities reflected in the types of articles they choose to write or content they choose to create, the range of sources cited and other measures of inclusiveness, the sensitivity to portrayals of underrepresented groups, the descriptions and approaches, the tone, and other agreed upon standards and guidelines for creating news and media content that met minimal departmental and/or professional standards for diversity. Faculty evaluators use papers, projects, journals (often from participation in civic engagement projects) to determine student knowledge of communities and community issues.</td>
<td>5a. NNB ensures every student works in a community consisting largely of people news media often represent rarely and/or poorly. While NNB students interview and otherwise interact with people in that community, most classes have diversity components. Race, Gender and Class, e.g., requires students deal with not only race, but other diversity/multicultural issues (e.g., disability, portrayals, and class distinctions). Beginning Reporting/Media Writing often require diversity projects in which students research and make presentations on a broad range of issues. Vis com students relate their diversity experiences to media images. Ethics includes case studies on diversity. All faculty members reported good results in these initiatives, with students showing a broad range of awareness and sensitivity.</td>
<td>5a. JMS began as a program committed to telling stories not often told. Diversity and multiculturalism have been focal points in the program’s development, evidenced by NNB, which began as a means to encourage student interaction in a mostly African-American neighborhood, as well as to produce media content that more accurately represented that community in the press. We have worked to get diversity integrated into most of the classes in the curriculum, and then to figure ways to measure student awareness and sensibilities. Every indication, from the re-accreditation report to classroom assessment, indicates that the approach is working. Our goal is similar to others in this report; to create more consistent measures across all the courses in the curriculum.</td>
</tr>
</tbody>
</table>