Academic Learning Compact : M. A. Digital Journalism and Design [Effective 2012]

University of South Florida St. Petersburg.

Follow this and additional works at: http://digital.usfsp.edu/institutional_research_acl

Recommended Citation
http://digital.usfsp.edu/institutional_research_acl/65

This Other is brought to you for free and open access by the Research Documents, Learning Compacts, and Institutional Statistics at Digital USFSP. It has been accepted for inclusion in Institutional Research: Academic Learning Compacts by an authorized administrator of Digital USFSP.
In 2004, the Florida Board of Governors resolved that universities, through their boards of trustees, would establish guidelines and procedures for the development and implementation of Academic Learning Compacts (ALCs) to ensure student achievement in baccalaureate degree programs in the State University System. In support of ongoing SACS Accreditation, at USFSP, ALCs are used for both undergraduate and graduate programs and include assessment of student learning in: content/discipline skills, communication skills, critical thinking skills, and civic engagement.

On an annual basis, academic programs must update their ALCs to reflect ongoing data collection activity, use of results for improvement, and ongoing monitoring of the impact of changes made from previous assessment. The beginning of the review cycle for the upcoming year must reflect any new goals/objectives, changes in performance standards to meet those goals/objectives, and changes in collection tools/methods for the upcoming year. The cycle ends with year-end review of ALCs.

The Planning, Effectiveness and Budget Committee (PEBC) is responsible for coordinating the overall university ALC review process and compiling results for use by each of the college deans. The Office of Institutional Research provides staff support to the PEBC in their annual review of ALCs.

It is the responsibility of college deans to initiate and coordinate conversations with their academic program faculty to: 1) provide a summary statement about their academic program performance over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; 3) complete the ALCs for the previous year; 4) update the ALC for use in the upcoming year; and 5) obtain appropriate sign-off by their respective dean.

It is the responsibility of each dean to: 1) provide a summary statement about the performance of the academic programs in their college over the previous year including high points and low points; 2) provide a summary statement of changes that were made as a result of ongoing assessment and the positive/negative impact of the changes that were made; and 3) develop a matrix of academic program goals/objectives that are aligned with college goals/objectives.

With the exception of cover/signature pages, materials should be submitted electronically to either the Institutional Effectiveness folder on the Q-drive or should be attached to an email sent to jegon@usfsp.edu. Paper copies of ALCs will be maintained in the IR Office.
Signature Page for College

College: ________________________________

Dean: ________________________________ Date: __________

Summary Statement – College Performance in 2012-13
Provide a summary statement about college performance over the previous year including high points and low points.

TO BE COMPLETED BY COLLEGE DEAN

Summary Statement – Impact of Goals Established in 2012-13
Provide a summary statement about changes that were made in your college as a result of ongoing assessment in 2009-10 and the positive/negative impact of the changes that were made.

TO BE COMPLETED BY COLLEGE DEAN
University Mission
The University of South Florida St. Petersburg offers distinctive graduate and undergraduate programs in the arts and sciences, business, and education within a close-knit, student-centered learning community that welcomes individuals from the region, state, nation and world. We conduct wide-ranging, collaborative research to meet society's needs and engage in service projects and partnerships to enhance the university and community's social, economic and intellectual life. As an integral and complementary part of a multi-institutional system, USF St. Petersburg retains a separate identity and mission while contributing to and benefiting from the associations, cooperation, and shared resources of a premier national research university.

College Link to Institutional Mission-based Goals/Objectives

On the list below, please identify the Strategic Goals and Objectives (Points of Focus, 2009 – 13) that your division is responsible for. A detailed listing of Goals and Objectives are found in Attachment 1.

**TO BE COMPLETED BY COLLEGE DEAN**

1. Academic Performance:
   - 1.1
   - 1.2
   - 1.3
   - 1.4
   - 1.5

2. Student Engagement:
   - 2.1
   - 2.2
   - 2.3

3. Diversity and Inclusion:
   - 3.1
   - 3.2
   - 3.3

4. Research and Creative Activities:
   - 4.1
   - 4.2
   - 4.3

5. Environmental Stewardship
   - 5.1
   - 5.2

6. Administrative and Financial Stewardship
   - 6.1
   - 6.2
   - 6.3
   - 6.4
   - 6.5

Page 3
College Mission Statement

Please include the Mission Statement and Goals/Objectives for your College and/or the URL to the location of this information on the web.

TO BE COMPLETED BY COLLEGE DEAN

Academic Program-linked College Mission-based Goals/Objectives

Please develop a matrix of Goals/Objectives for each academic program in your college that aligns with institutional mission-based goals/objectives. Also, please develop and use a consistent nomenclature for goals/objectives in your materials.

TO BE COMPLETED BY COLLEGE DEAN

Please complete one ALC matrix for each of the academic programs in your college
Summary Statement – Academic Program Performance in 2012-13

The Digital Journalism and Design program completed its first semesters in the fall of 2012 and spring of 2013. Accordingly, our understanding of program performance is cursory. To date, nine DJD courses have run, with additional courses debuting this summer and next fall.

Based on preliminary results on assessments, assignments and other measurements, we are on track to fulfill our mission of equipping students to excel in a digital media landscape that demands both technical acumen and well-formed publishing standards and values.

As a fully-online degree, DJD faces several unique challenges and opportunities. As we evaluate how to build on our initial success and improve areas of weakness, three themes have emerged with regard to program performance: The need to emphasize the communication tools available to us online, the need for more (and more detailed) assignment rubrics, and the opportunities to update the curriculum to better meet student needs.

With regard to communication tools, online learning offers novel ways to interact but also can create a disconnect, especially for students who don’t have the advantage of living near campus. One goal for the program has been to create a sense of community among the cohorts who complete the program. Based on feedback from students, we believe we’re making significant strides in this area. And we see opportunities to expand our efforts, through additional communications channels (both live and asynchronous) and more elaborate use of the tools provided by our LMS.

With regard to rubrics, we’re seeing a need to define more precisely what mastery looks like across work in the DJD program. Given the innovative nature of many DJD assignments, this is a natural progression for us. As we see student work and have a better sense of its strengths and areas of improvement, we are able to refine and expand the rubrics by which we measure success.

We’re also seeing ways to update the curriculum to better meet student needs. (These changes are described in detail below.)

Summary Statement – Impact of Goals Established in 2012-13

Due to the newness of the DJD program, we have not yet had a chance to assess the impact of ALC-related goals on student performance. A better sense of this will be possible beginning in fall 2013, when most of our courses will be second-time offerings.
We have made several important curriculum changes in response to our assessment of student needs. First, we have combined closely related subject matter in two cases to provide a more cohesive experience. Our law and ethics courses will be merging and two courses focused on visual theory and application will be combined.

Second, we have expanded the curriculum in two key ways: first, by adding a social media course and, second, by adding a web publishing course (both three credits).

These alterations further solidify the DJD program as a hands-on, professionally-oriented masters degree, and we look forward to tracking student performance in all our offerings in the upcoming semesters. Given the nature of the subject matter we’re teaching, these kinds of adjustments are to be expected, and we will continue to monitor the appropriateness of our curriculum against student needs in the fast-changing realm of digital design, production and communications.
Academic Learning Compacts: 2012 – 2013

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

Academic Program:
Person Responsible: Mark Walters

Mission of Academic Program (include URL):
The Digital Journalism and Design fully-online masters program prepares recent graduates and practicing professionals to excel in the exciting field of digital journalism and in other media- or communication-related fields. http://djd.usfsp.edu

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]


1. Content/Discipline Skills

|------------------|-------------------------------------------|----------------------|----------|-----------------------------------|

*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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.*
### 3. Critical Thinking Skills

|------------------|---------------------------------------------|----------------------|----------|------------------------------------|

*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.

---

### 4. Civic Engagement

|------------------|---------------------------------------------|----------------------|----------|------------------------------------|

*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.
### 5. Multiculturalism / Diversity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.
Mission of Academic Program (include URL):
The Digital Journalism and Design fully-online masters program prepares recent graduates and practicing professionals to excel in the exciting field of digital journalism and in other media- or communication-related fields. [http://djd.usfsp.edu](http://djd.usfsp.edu)

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]


1. Content/Discipline Skills

|-----------------------------------|---------------------------------------------|----------------------|----------|-------------------------------------|

Page 11
<table>
<thead>
<tr>
<th>1a. Technology: Students will apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In <em>Digital Media Technology</em>, we assess students’ understanding of technology via: <strong>weekly discussions</strong> in which we a range of issues related to the course topics and themes are explored; <strong>personal toolkits</strong>, or annotated compilation of hardware and software anticipated to play a role in students' degree final projects. The toolkit is produced using a service like Evernote or Delicious; and <strong>final small group presentations</strong>. Live presentations of small group work that involved researching a topic from the course (e.g., blogs, social media).</td>
</tr>
</tbody>
</table>
| For weekly discussions, contributions are thoughtful. They go beyond remarks like "good point" and "I agree" and touch on how and why. Contributions are well-organized and focused. They're pertinent to the discussion at hand. Reasoning is provided to support statements. When appropriate, examples are referenced or citations to research and other sources are listed.  
For toolkits, at least 10 tools should be listed. The tools should cover a range of digital media, for example, not just hardware tools. Students should |
In *Digital Audio Production*, students complete **audio final projects**. These can take one of two forms: a 5-8 minute audio narrative with (1) at least two interviews, (2) a voiceover track, (3) at least two ambient sounds and (3) at least three natural sounds; or a 10-30 minute podcast wherein students (1) host the show, (2) include at least one other person in the recording (could be a co-host or guest) and (3) include intro and outro music.

Students are also assessed via **audio exercises**. 10 are assigned throughout the semester. These exercises are hands-make explicit how each tool relates to their work in the DJD program, especially with regard to their final projects.

Final presentations should show depth of research and reveal concepts and connections beyond those discussed in class. Each student should present for 7-10 minutes. Organization and clarity are paramount.

Exercise work should be technically sound, follow all posted guidelines and, in many cases, provide evidence of the creative use of technology.

Final projects are not
on and mainly involve recording audio and submitting work for review. As part of exercise work, students sometimes have the opportunity to view and critique their classmates’ work.

**Audio discussions** provide another means of assessment. Class discussions rotate about once every three weeks, and students are required to post at least once to each conversation, though they are encouraged to participate more extensively. Topics include reviewing and sharing thoughts about others' work, providing summaries of experiences using the tools covered in expected to be error-free but should reflect many of the principles discussed throughout the class.
class, and reflecting on production processes.

In Digital Video Production, students complete video final projects - The final project can take one of two forms: 1. A 3- to 5- minute video documentary with (1) at least two interviews, (2) either a voiceover track or title screens and (3) on-location footage from at least two spots. Music is optional in this kind of project. 2. A 3- to 5- minute spot news piece with (1) at least two interviews, (2) a voiceover track and (3) on-location footage from at least one spot. Music can be used, with discretion, in this
kind of project.

10 video exercises are assigned throughout the semester, roughly once a week. The exercises are hands--on and mainly involve capturing or editing video and submitting work for review. As part of their exercise work, students have the opportunity to view and critique their classmates’ work.

Class discussions rotate about once every three weeks, and students are required to post at least once to each conversation, though they are encouraged to participate more extensively. Topics include reviewing and sharing thoughts.
about others' work, providing summaries of experiences using the tools covered in class, and reflecting on production processes.

1b. Law: Understand and apply the principles and laws of freedom of speech and press for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievance.

In *Digital Media Law*, students post written (200-400 word) responses to discussion prompts based upon weekly readings or submit a straight news report concerning an assigned major court decision of the same length. All students will post a follow-up response to another student's initial post or the court decision report.

Students complete a 4,000 (± 500)-word research paper on a preapproved topic relevant to our studies in this

Students should be able to follow a basic news format in writing their responses. They should demonstrate an understanding of ideas out forth by classmates and others, as well as a readiness to form connections between related concepts.

Research papers should provide evidence of both quality composition and other writing skills and comprehension of legal principles and theories.
seminar at the final class meeting of the semester. Students and instructor will interface on the topic, outline and sources, and rough draft of this paper as set forth in the lesson schedule and the instructor will provide timely feedback to assist students to prepare a work of publishable quality.

Students prepare and submit on or before the respective deadline dates a brief (400 to 700-word) review of each assigned reading or film. The review will consist of a synopsis of the work (bullet-points permissible), its significance to this course and your

For book/film reviews, grades are based upon completeness of the synopsis, and your opinions as well as the quality of your expression (i.e. grammar, composition, and persuasiveness, where applicable).
*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><strong>2a. Visual Literacy:</strong> Students will understand and apply principles from photography, videography and design to engage in effective visual communication.</td>
<td>In visual theory and design courses, students write essays discussing visual and design principles. This is a final essay due towards the end of the semester discussing all the major visual and design theories and design principles studied throughout the semester. Students were required to 1) summarize the theory, 2) identify and discuss an example, and 3) give feedback to each other. Students also provide an analysis of published visuals.</td>
<td>Criteria is to get a passing grade (B or better, or 80 percent of better) on the assignment. Each assignment had guidelines and grading criteria given to students in advance. A more general criteria is to be able to write a 500-word min. essay about the assigned topic, with 3 documented external references. This implies that the assignment forces the student to 1) read the assigned material, and 2) conduct research to find additional information, and 3) has the ability to summarize that info.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Students analyze the visuals published during one week (for dailies) or one month (for weeklies) by a news publication of their choice and discuss how those visuals meet (or not) a series of visual theories and design principles.

Students apply the visual design skills and knowledge into a series of design projects including poster, advertisement, multiple page design, branding design, charts and color profile.

2b. Editing:
Critically evaluate their own work and complete audio case

In *Digital Audio Production*, students complete audio case

Case studies should provide background on the producer,
that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

**studies.** This paper involves finding and critiquing a podcast or audio narrative. Students analyze the work in terms of technology and content. The length is 1500-2500 words.

In *Digital Video Production*, students complete **video case studies.** Students find and critique a documentary video, news video or vodcast for this assignment. They analyze the work in terms of technology and content. 1500--2500 words.

**2c. Numbers:** Apply basic numerical and statistical concepts.

**In Visual Information Design chart project - Students are required to design four charts based on original statistical**

Students should present numeric information in an easy-to-digest visual format. They should implement the grid and other design...
information from news release and business database. (This assessment measures: Awareness, Understanding, Application)

principles and demonstrate competency with the production tools they employ.

*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.
### 3. Critical Thinking Skills

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3a. Critical Thinking Skills:</strong> Students will think critically, creatively and independently.</td>
<td>Proposal for Final Project of DJD Degree. In <em>Digital Democracy</em>, students: interact through weekly discussion boards on a variety of pre-assigned topics directly related to journalism in both the digital and analog eras; produce a creative project using modern technology (PowerPoint, Final Cut Pro, etc.) to highlight a specific topic that is covered throughout the semester (or of their own choosing); and write a detailed paper paired with the topic of the creative PowerPoint.</td>
<td>Students much achieve a minimum score of 20 on the proposal for final project. Students should post early and often to discussion topics and offer candid opinions on the materials they’re presented with. Create projects should demonstrate technical ability and a clear conceptual purpose. Papers should be organized, concise and thought-provoking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3b. Research:</strong> Students will conduct research</td>
<td>In <em>Digital Media Technology</em>, research</td>
<td>In <em>Digital Media Technology</em>, the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
research and evaluate information by methods appropriate to the communications professions in which they work.

Skills are assessed by way of: **weekly practical assignments** involving a range of tasks, mainly reviewing and deconstructing digital media or creating rough designs and pitching media ideas; a **collaboration wiki** in which students edit a private wiki and created many entries about digital media; and **case studies** in which students research and write in-depth reports about specific organizations with digital publications.

Weekly practical assignments reflect efforts to incorporate outside thinking -- surveys, studies, frameworks, articles, blog posts and more. The submission focuses on some aspect of digital media technology, reflecting a curiosity or understanding of how technical factors influence communication, and vice versa. The submission integrates multiple perspectives and reflects an understanding of how effective digital media are designed and produced.

Students were evaluated on the quantity and quality of their edits. In a wiki-based
assignments, editing is considered as valuable as contributing original content, so students could do some of each or all of one. Overall, making at least 15 edits, preferably over a wide time span, and contributing at least 500 words of original content is the measure of success.

Students should explore at least six platforms for their organizations. Their write-ups should reflect careful research and thoughtful organization. Based on their findings, they should provide conclusions about the overall approach taken by the
organization, especially in terms of strengths and weaknesses.

*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.

## Academic Learning Compacts: 2012-2013 (Continued)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a. History:</strong> Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.</td>
<td>Video-based Multimedia Content-Manager Interview (History).</td>
<td>Students must achieve 8/10 or better.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.
5. Multiculturalism / Diversity

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5a. Diversity:</strong> Students will demonstrate an understanding of gender, race</td>
<td>Concept exam.</td>
<td>Ability of students to demonstrate application of knowledge attained.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ethnicity, sexual orientation and, as appropriate, other forms of diversity in</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>domestic society in relation to mass communications.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.
1 – Academic Performance
Support and enhance programs that prepare students to be knowledgeable, reflective and engaged citizen scholars

1.1 Use sustained evidence of student learning outcomes and student achievement for continuous improvement
1.2 Offer certificate, undergraduate, and graduate programs that meet regional needs
1.3 Implement and support information and instructional technologies that facilitate effective pedagogies
1.4 Enhance programs that specifically support academic excellence
1.5 Increase student awareness of participating in a global society

2 – Student Engagement
Enhance learning and achievement and promote retention through active engagement in curricular and co-curricular programs

2.1 Create a freshman experience that enables students to thrive and move successfully through to graduation
2.2 Foster institutional pride and strengthen connections within the campus community
2.3 Enhance opportunities for increased student involvement in curricular and co-curricular activities

3 – Diversity and Inclusion
Create a vibrant, inviting, and enriching university community that values and respects all individuals and whose students, faculty, and staff represent the diversity of its region

3.1 Ensure an inclusive community where differences are respected and valued
3.2 Attract and retain a diverse student population
3.3 Increase the diversity of faculty and staff

4 – Research and Creative Activities
Encourage faculty research and creative activities, and engage students in local, national and international scholarship

4.1 Create a vibrant culture of faculty research and creative scholarship
4.2 Promote and support undergraduate research as a meaningful aspect of campus life
4.3 Enhance and support research and scholarly collaborations with community partners

5 – Environmental Stewardship
Foster stewardship of the environment and embody the values of sustainability

5.1 Enhance sustainability through energy conservation and recycling
5.2 Create a community that champions environmental awareness and sustainable living

6 – Administrative and Financial Stewardship
Enhance revenue, provide effective and efficient financial management, and ensure institutional sustainability

6.1 Create and obtain funding streams to support short and long term initiatives
6.2 Increase private and corporate funding
6.3 Strengthen academic infrastructure of the university to ensure the proper alignment of instruction, services, and student life
6.4 Strengthen institutional infrastructure for the recruitment and retention of faculty and staff
6.5 Evaluate and improve facilities and processes that foster services to faculty, students, staff, and the community