In 2012 the Journalism Department significantly overhauled its curriculum, resulting in two changes:

- Increasing the number of credits required for the journalism major to 43 from 36.
- Modifying and renaming the journalism minor to become the *journalism studies* minor.

The field of journalism was changing (and continues to change) rapidly and radically as evidenced by plummeting newspaper and magazine circulation, the seeming collapse of the long-standing business model that relies on advertising revenue to finance the work of journalists, the rapid adoption by consumers of mobile devices, and the development of social media — to name just a few. The need to revamp the curriculum to address these challenges became abundantly clear, both at UW-River Falls and across the nation.

With the support of the dean of the College of Arts and Sciences and of the provost, the journalism faculty took the bold step of voluntarily withdrawing from the accreditation process by the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) *although it committed itself to upholding the values expressed through the accreditation process*. Among a number of concerns faculty voiced about the accreditation process was the restrictions placed on the proportion of credits that a student could take in the journalism major.

Our revised curriculum prepares future journalists to produce news responsibly and competently in multiple media environments. We have carefully maintained a focus on the basic skills and principles of sound journalism, and on the role of journalists and journalism in a democratic, diverse society. We believe that these core elements remain the foundation of good journalism, despite the breathtaking pace of digitization in today’s media environment.
A graduate with an undergraduate degree in Journalism will be able to:

Learning Outcome 1

*Graduates will be able to critique the quality and ethics of journalism in any medium, in terms of basic professional standards.*

The basic professional standards of journalism are introduced, emphasized and reinforced throughout the department’s core curriculum. These standards, drawn from the faculty’s field experience, leading textbooks\(^1\), and professional associations\(^2\), include:

- Understanding what is and what is not news.
- Accuracy and fairness in reporting and writing.
- Ethical behavior in newsgathering.
- Transparency of reporting methods.
- Appreciation for storytelling requirements for different media platforms.

In the first semester as journalism majors or journalism studies minors, students learn about the role of journalists in a democratic society and about the basic professional standards. In JOUR 101 (*Introduction to Mass Communication*), journalism and its practice is addressed in lectures and assignments that place the field in the broad spectrum of media industries and ethical decision-making. In JOUR 110 (*Principles & Ethics of Journalism*) students learn through both lectures and hands-on assignments how to discern what is news, practice basic newsgathering techniques, and explore ethical challenges faced by professionals.

The learning outcome is emphasized in the 200-level courses that provide our students with a foundation to become professional journalists. JOUR 201 (*Information Gathering*) introduces newsgathering methods such as interviewing, on-the-street surveys, data mining, and use of public records, while JOUR 202

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(Print News Writing) and JOUR 203 (Broadcast News Writing) train students to turn the information they have gathered into well-formed stories for multiple media platforms.

JOUR 204 (Public Affairs Reporting) is a new course that will further refine students’ best practices by providing advanced training in covering local government and civic issues.

In terms of this learning outcome, JOUR 240 (Introduction to Visual Communication) focuses particularly on storytelling requirements using design principles and tools, as well as the ethics of visual design.

Two courses, JOUR 304 (News Practicum) and JOUR 404 (News Service), put students in the roles of news reporters and managers who cover the campus and the community, providing their work to two student media organizations, the Student Voice and WRFW. It is in these courses that the students show what they have learned. In JOUR 304, journalism majors work as reporters only, but in the capstone JOUR 404, they also assume the role of newsroom managers who must make decisions about what is covered, by whom and how — and do so with the best practices in mind.

Finally, in JOUR 465 (Mass Communication Law), students explore legal requirements and repercussions for media professionals, learning in part why best practices are critical for avoiding litigation.

### Learning Outcome 2

Graduates will be able to produce high quality print, broadcast or online journalism.

In addition to courses devoted to the theoretical aspects of communication, and specifically of journalism, students take a series of skills courses devoted to learning the craft. The expectation is that upon completion of these courses, students will be able to:

- Produce print, broadcast and online journalism, understanding that the modern journalist must be conversant in multiple media.
- Meet the demands of the profession for output that is of high quality and credibility, so that they are prepared to enter the workforce without additional training.
- Approach their work with the best practices of the professional in mind.

Training in the methods and tools of the journalist begins early. During their first semester, students take JOUR 110 (Principles & Ethics of Journalism), in which
they learn about the role of the journalist and explore newsgathering methods such as interviewing. They learn about the importance for the modern journalist to be at home with data and simple statistics. In a laboratory setting, students practice news production with audio, video and online tools.

The 200-level skills core courses provide our students with a foundation to become professional journalists. **JOUR 201 (Information Gathering)** introduces newsgathering methods such as interviewing, on-the-street surveys, data mining, and use of public records. This is done through a combination of laboratory and field exercises. In **JOUR 202 (Print News Writing)** and **JOUR 203 (Broadcast News Writing)**, students learn the basic structures for presenting information to print and broadcast news audiences. Both courses emphasize the need for students to be proficient with more than one medium. Students’ stories are provided to campus media, offering many of these neophyte journalists their first exposure to public scrutiny of their work.

**JOUR 204 (Public Affairs Reporting)** is a new course that will further refine students’ skills by providing advanced training in covering local government and civic issues.

**JOUR 240 (Introduction to Visual Communication)** teaches students visual design principles and to apply them to working with industry-standard software such as Adobe Photoshop and Adobe InDesign.

In **JOUR 304 (News Practicum)** students cover the campus and community, producing news stories for print, broadcast and the Web. In this class, they put into practice all that they have learned in the 200-level courses, plus experience what it means to “cover a beat” and to produce news content on strict deadlines. The new course **JOUR 404 (News Service)** will build on JOUR 304 by placing students in the role of managers of a news organization. Combining knowledge gained from **JOUR 340 (Media Management for News Entrepreneurs)**, students will experience what it means to be the ones making decisions about news coverage — given finite resources — for divergent audiences.
Learning Outcome 3

Graduates will be able to critically analyze the basic aspects of the relationship between mass media and society, within historical or contemporary contexts.

We use the term “mass media” to refer to the means by which mass communication content is delivered to audiences: the Internet, television, radio, film, newspapers, magazines, and recorded music.

The term “media industries” refers to the commercial structures within which the mass media operate: the advertising industry, the film industry, the news industry, the televised entertainment industries, and the recorded music industry.

Students examine the following relationships throughout the program sequence:

- between journalist and audience
- between news and other media industries
- between democracy and the rights of free speech and a free press
- between media content and technology

Several aspects comprise these relationships:

- By the time they graduate, students can recognize the ethical and legal principles involved in journalism, and can apply them in the production of journalism content.

- Students come to understand the power of effective journalism, as well as the fragility of speech and press rights, in the United States and around the world.

- Students learn to distinguish between news and entertainment mass media content.

- Students learn to identify an audience. They learn to apply the craft of journalism toward establishing relationships with audiences; this is the basis of all effective mass communication.

Learning Outcome 4

Graduates will be able to identify the role that diversity plays in every aspect of journalism.

News should communicate information about the world without the systematic exclusion of any group of people from its coverage. To report accurately, journalists must be both aware and knowledgeable about the diversity of people in this multicultural and multiethnic world and the necessity to give voice to the voiceless.
Journalists should understand how their own thinking could influence and affect a news story.

The Journalism Department helps students to reach this goal in several ways:

- We expect faculty to make sure that issues of diversity are addressed throughout the curriculum, in as many courses as possible.
- We offer a popular elective course, “Race, Class, and News” (JOUR 315), that satisfies the university’s diversity requirement.
- The department organizes an annual workshop for aspiring journalists on newsroom issues related to reporting on race. Keynote speakers are journalists who have earned reputations as leaders in this area.
- Each semester the department’s Working Journalists Seminar brings in journalists to speak on media issues related to timely issues. These often pertain to race, ethnicity, class, gender, sexual preference, or physical ability.

**Learning Outcome 5**

*Graduates will be able to recognize and adapt to the rapidly changing nature of the media environment.*

The digital age has had a profound effect on journalism. Journalism is changing quickly and continuously.

Today’s journalism graduates will have to master new skills throughout their careers, as tools and software change in ways we cannot even yet visualize.

The essential tools of journalism practice are changing constantly, as are news delivery methods, expectations of the audience, and the operations models for the news business.

Graduates will understand the basics of media management. Their entrepreneurial journalism skills will include audience metrics, promotion, and the basics of creating revenue.

**Learning Outcomes and External Stakeholders**

External stakeholders include journalism professionals, the Society of Professional Journalists (SPJ), and the Radio Television Digital News Association (RTDNA).

The learning outcomes adopted by the journalism program reflect the professional expectations of the SPJ and RTDNA. Additionally, despite relinquishing accreditation, the program continues to follow the standards of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). See Appendix E for the SPJ and RTDNA Codes of Ethics.
The lengthy full text of the ACEJMC standards can be found at the ACEJMC website: http://www2.ku.edu/~acejmc/PROGRAM/STANDARDS.SHTML

The journalism learning outcomes have been developed in consultation with the Journalism Department board of advisors consisting of professional journalists. See Appendix E for minutes of the three initial meetings held in spring 2012 with the Journalism Department Board of Advisors, in which the faculty and board members discussed the curriculum revision.

Learning Outcomes and UWRF Strategic Goals

The ability of our students and graduates to demonstrate mastery of the journalism program’s learning outcomes supports the UWRF Strategic Goals.

Distinctive Academic Excellence

_UW-River Falls will strategically enhance and build distinctive academic programs that support a community of diverse, talented, and highly-engaged learners and scholars. The university’s highest aspiration will be to foster an inclusive, challenging, learner-centered environment that supports academic excellence. The university aspires to further differentiate itself in the state and region through its academic programs, and be among the national leaders in undergraduate and collaborative research, scholarship, and creative activity._

Through their work with student-run campus media, journalism students examine challenges facing the news industries today. We can think of no better way for students in any field to be truly engaged than to regularly create their own product. Student media at UWRF welcome the participation of all students. Each spring, the journalism faculty members publicly recognize outstanding journalism student work at the annual Journalism Excellence Awards reception.

Global Education and Engagement

_Global learning and comprehensive internationalization will serve as a distinctive feature of UW-River Falls. The university aspires to distinguish itself as being among the national leaders in internationalization among public comprehensive, master’s level institutions._

One of the hallmarks of today’s journalism — and all media content — is that it reaches a global audience, often instantaneously. The journalism curriculum repeatedly exposes students to this fact of modern media life; the ability to shape
content for global audiences is part and parcel of the craft today. This is especially true as more and more people around the world gain access to the Internet and mobile devices. Our students are encouraged to study abroad. The department has a Memorandum of Understanding with a university in Sweden.

**Innovation and Partnerships**

*UW-River Falls will incentivize and support innovation, often in collaboration with others, to support student learning, enhance the distinctiveness and stature of the university, and catalyze economic and sustainable community development. Our partnerships will reinforce the value of the university to the state and region.*

The Journalism Department works closely with media partners in western Wisconsin and in the Twin Cities. Our student-run radio station, WRFW-FM, is an affiliate of Wisconsin Public Radio. Our Advisory Board consists of professional journalists from a variety of news organizations in the full gamut of news media platforms -- Internet, radio, newspaper, and television. Journalism classes regularly feature visits from professional journalists. Each semester the Journalism Department sponsors the Working Journalist Seminar, for which professional journalists engage students and the public in timely topics related to the news media. Our Seminar speakers come from around the country, often from prestigious organizations on the frontlines of important news issues. For 10 years the department has helped sponsor the *Times Readership* program, bringing the *New York Times* to the classroom at no direct cost to students.

As part of its curriculum redesign in 2012, the department added the course JOUR 404, News Service. Because students directly affected by the new curriculum just entered the program in fall 2013, the course has yet to be offered.

In JOUR 404, students will build on skills acquired in all earlier core courses, but especially in JOUR 304 (News Practicum) and JOUR 340 (Media Management for News Entrepreneurs). The course will function like a professional news service, but one that is mindful of the changing nature of the media environment. Students will report, write, edit and produce print, broadcast and online news stories that will be provided to campus and regional media. Additionally, students will practice management skills by serving as producers and editors overseeing other reporters’ work.

JOUR 404 is an innovative approach to teaching professional skills built on the "teaching hospital" model suggested by some experts in journalism education (see Eric Newton et al., "An Open Letter to America's University Presidents," Knight Foundation, Aug. 3, 2012, [http://www.knightfoundation.org/press-room/other/open-letter-americas-university-presidents/](http://www.knightfoundation.org/press-room/other/open-letter-americas-university-presidents/)). However, the faculty are aware of the need for pedagogical agility, because of the danger that the "teaching hospital" model may reinforce traditional models of journalistic production that are
being called into question by other experts (see, specifically, David Ryfe and Donica Mensing, "Blueprint for Change: From the Teaching Hospital to the Entrepreneurial Model of Journalism Education," presented during the 14th International Symposium on Online Journalism, University of Texas at Austin, April 20, 2013). To that end, the course will challenge students to think how best to work with available resources to produce news content for multiple audiences.

SECTION 02
LEARNING PROFILE

The knowledge, skills, and practical familiarity needed to achieve the program learning goals are developed in the classroom as well as through participation in campus student media and internships.

Coursework:
Appendix A provides course maps showing the relationship among learning outcomes, courses, and assessment measures (artifacts).

The journalism major consists of 43 credits plus a 3-credit supporting course.

All students majoring in journalism are required to take a sequence of core courses (30 credits) in which they accumulate skills needed for professional journalism jobs.

In addition to nine core courses (30 credits), students:
- select two production courses from three offered (4 credits)
- select 9 nine credits from 14 elective courses and internship, independent study, and study abroad opportunities offered.
- take JOUR 101, Introduction to Mass Communication, a supporting course (3 credits)

Out-of-Classroom Experiences:
The program provides opportunities for learning outside the classroom. The various opportunities serve as tests of students’ readiness to succeed in a professional environment.

Internships
Internships provide journalism students with valuable work experience and result in professional contacts that contribute to a successful transition from college to careers.

Journalism students have the opportunity to participate in internships at newspapers, radio and TV stations, and a variety of nonprofit and for-profit organizations. In recent years students have interned at Together We Rise (a
national nonprofit organization helping youth navigate the foster care system); KFAN-FM; Red Wing Republican Eagle, Red Wing, MN; KSTP-TV, St. Paul, MN; UWRF Sports Information; Minnesota Swarm (professional lacrosse team), St. Paul, MN; KARE-TV, Golden Valley, MN; WCCO-AM, Minneapolis, MN; UWRF Photo Services; Blacklock Photo Studios, Moose Lake, MN; Wisconsin Public Radio, Eau Claire; WOGB-FM, Ashwaubenon, WI; WLBT-TV, Jackson, MS.

**Independent Study and Research**
Independent study and research provide upper division students, working with an assigned faculty supervisor, an opportunity to choose a media project or conduct research on a problem or issue in the field of journalism and mass communication.

For example, each semester journalism students produce a biweekly webcast, *River Falls Update*, hosted on uwrfjournalism.org, the department’s off-campus website showcasing student and faculty work.

**Independent Campus Media**
Students gain experience through involvement with campus media. *The Student Voice*, a weekly and online newspaper, has reported on UWRF since 1916. Students report, write and edit in both print and online formats covering important issues across campus.

WRFW-FM offers entertainment, music, news, and live university and high school sports broadcasts. A Wisconsin Public Radio affiliate, WRFW provides programming 24 hours a day, 365 days a year. It allows students opportunities that are simply not available at most colleges and universities in our market. With a signal that reaches out 25 miles, WRFW offers state, local and campus news to the surrounding community.

Both the *Student Voice* and WRFW are staffed and managed by students from across campus. Journalism students traditionally take a leadership role in both organizations and get valuable experience practicing their craft. Selected student work is submitted each year to competitions sponsored by the Wisconsin Newspaper Association Foundation, the Wisconsin Broadcasters Association, and other professional organizations.

As noted in Section 1, the Department of Journalism’s learning outcomes were developed in consultation with its board of advisors. The learning outcomes also are strongly informed by the curriculum and instruction standards established by the ACEJMC.

The out-of-class experiences most directly relate to Learning Outcomes 2 and 5. Internships, independent projects, and involvement in campus media allow students to "produce high quality print, broadcast or online journalism" (Learning Outcome 2) and, concurrently, "to recognize and adapt to the rapidly changing nature of the
media environment” (Learning Outcome 5). Students in our program typically concentrate their skills in one medium (for example, print or broadcast journalism), but nonetheless are exposed to storytelling across platforms. For example, in JOUR 304, News Practicum, student journalists report for the Student Voice, for WRFW, and for “River Falls Update,” thus putting to use their skills in multiple media using various technologies.

The out-of-class experiences also call on students to be mindful of journalistic ethics and professional standards as expressed by such stakeholders as the SPJ and the RTDNA (Learning Outcome 1). In working for campus media, for example, students must be aware of how their involvement in other aspects of the campus community could affect their journalism. In all aspects of their journalistic work, students are expected to remain mindful of the critical importance of diversity in their reporting to accurately reflect the community (Learning Outcome 4). The relationship of mass media to society (Learning Outcome 3) is encountered in a more passive mode through out-of-class experiences, but students nonetheless gain an appreciation for the role their reporting plays in the campus community. For example, students reporting for campus media actively cover Student Senate and other aspects of the shared governance system. Through internships, students have been able to observe how commercial interests can affect news coverage.

SECTION 03
Assessment Measures

Direct Assessment Measures

Portfolio
In JOUR 304, News Practicum, students spend the semester serving as reporters for campus media, generating news stories across different platforms. As their final assessment, students find a currently advertised position in the news industry and prepare a portfolio, cover letter and résumé as if they were applying for the job. In addition, students prepare a brief reflection on their work during the semester in which they also address three strengths they have as journalists and one correctable weakness.

The assignment prepares students to enter the job market by giving them the opportunity to develop job application materials that showcase their best work. With the advice of faculty and Career Services professionals, students learn how to properly create a cover letter and résumé to meet the demands of employers in the news industry. The reflection paper readies students to answer a typical question asked during job interviews.

The portfolio assignment is evaluated using a rubric (see Appendix C) that measures student performance on a five-point scale ranging from "Inexperienced" to "Mastery". The ideal portfolio assignment is one in which the work samples are of
the highest quality, represent stories across at least two media platforms (for example, print and broadcast), and are clearly organized in a manner that takes into consideration the job applied for; the cover letter to the employer is addressed to a real person and not just to an organization, is free of errors, makes a strong case for why the candidate should be considered, and does not exceed one page; the résumé is organized clearly and takes into consideration the specific needs of the position being applied for, is free of spelling or grammatical errors, is limited to one page, and includes a list of at least three appropriate references; and the reflection paper shows well-developed critical thought about the student’s performance during the semester, and discusses three strengths and one correctable weakness.

In addition to serving as a final assessment of students in JOUR 304, the portfolio assignment is a direct measure that is evaluated by the faculty following the close of the academic year. As one of the final courses in the core curriculum, JOUR 304 provides a milepost for the faculty to review how students are performing against Learning Outcome 2 (Students will be able to produce high quality print, broadcast or online journalism.).

**Pre- and post-test**
We have developed a 30-question test to measure students’ grasp of key concepts that they must understand in order to achieve our Learning Outcomes. The test does not affect students’ grades in either course; we do not collect names with the test sheets. We will use the results to assess students’ grasp of key journalism concepts at the start and end points of the curriculum.

Beginning in Fall 2013, all journalism students take the pretest at the start of JOUR 110, Principles and Ethics of Journalism. JOUR 110 is a prerequisite for the required sequence at the core of the program.

The test is administered again as a posttest in JOUR 465, Mass Communication Law, at the end of the semester. JOUR 465 is required of all journalism majors and journalism studies minors; students must have junior or senior standing to take it.

In this way we can focus on areas in the curriculum that need to be strengthened in any given year. In addition, over time we can evaluate trends showing how well students are mastering the five Learning Outcomes that shape our curriculum.

Discussion of the pre-and post-test results is a key part of the annual assessment meeting. The test questions are provided in Appendix B.

**Internship supervisor evaluations**
In academic advising we encourage our students to participate in internships. As a condition of awarding credit for an internship, we require that the organization sponsoring the internship identify a supervisor who will evaluate the student’s
performance, critique her or his résumé, and ensure that the student intern is assigned meaningful work related to her or his professional development.

The supervisor is asked to complete a formal, three-page evaluation and résumé critique at the end of the internship (see Appendix E). The evaluation is being redesigned to better serve assessment purposes and goes into effect fall semester of 2014.

The Internship Coordinator reviews the evaluation with the student. (Note: The student is also required to write a self-reflection responding to the experience.) In addition, at the annual assessment meeting the faculty review evaluations for that year, incorporating the information where appropriate to shape the curriculum.

**Internships work products**

Students participating in internships produce a variety of work products. Examples include photographs, video and audio and scripts for news stories used in newspapers, websites, radio and TV. Samples of their work products are submitted electronically to the Internship Coordinator during the course of the internship. The samples can be included in an electronic portfolio.

**Exam questions and projects**

Journalism faculty members have identified 29 exam questions and projects that will be used in aggregate to measure student mastery of key concepts and material in support of the Learning Outcomes. These direct measures are identified in Appendix A.

Rubrics can be found in Appendix C.

In preparation for the annual assessment meeting, the Assessment Coordinator will analyze the distribution of students’ correct and incorrect exam question responses, the annual report from the JOUR 304 instructor summarizing the quality of JOUR 304 portfolios, and quality of other projects identified for assessment purposes. These data will then be used at the assessment meeting as a basis for improving the curriculum.

**Alumni survey**

During fall semester of 2014 the program will administer its first alumni survey to alumni who graduated in 2011. They’ll be queried about the effectiveness of the journalism program in preparing them to work in their current position. Additional questions on the relevance of the program’s curriculum will be included. The alumni will be provided an opportunity to comment on trends in the field that should be reflected in the curriculum and suggestions for curriculum enhancement. The survey will be administered every fall to alumni who graduated three years earlier.

**Indirect Assessment Measures**
Senior survey
Starting in Spring 2013, graduating seniors take an exit survey in which they self-evaluate their mastery of the Journalism Department’s five Learning Outcomes. Responses will be tallied each year and discussed in the annual assessment meeting, starting in spring 2014.

We will use the Senior Survey results for assessment in two ways:

First, we will look to see whether the program achieved several very high or very low scores in any of the Learning Outcomes. This will suggest areas of strength and weakness in the program that can be addressed in the coming year.

Second, we will compile annual results and revisit the accumulated data every year at the assessment meeting, in order to detect trends over time suggesting program strengths and weaknesses.

Internship self-reflective statements
As a condition for receiving credit for an internship, students are required to write a narrative describing:

- What they discovered about themselves during the internship
- What they learned during the internship
- How this experience related to their journalism coursework
- Challenges experienced and how they were met
- How they grew as students during the internship

SECTION 04
PROCESS FOR ASSESSMENT
The journalism major does not have professional accreditation. The primary stakeholders for the journalism program are: students enrolled in the program; department faculty; and the College of Arts and Sciences. Secondary stakeholders for the journalism program are: media organizations that hire our graduates; the regional business and media community; UWRF; and the media professions.

The program uses a three-year assessment cycle. The term “year” refers to the academic calendar. Assessment plans are submitted to the UWRF assessment committee as part of its three-year cycle of review. Aggregate assessment reports are submitted to the campus consistent with its three-year review cycle.

The program will include assessment on its Web page (http://www.uwrf.edu/JOUR/Academics) so that the information is available to all stakeholders. Under the assessment tab, the program will update annually and post:

- The complete assessment plan
- A summary of key assessment results and actions taken
- Assessment forms
All faculty in the Journalism Department are actively involved in the program’s assessment process.

The faculty meets annually with an external advisory board of professional journalists. A primary purpose of these meetings is to gather feedback on the department’s assessment efforts. Minutes of the meetings will be posted on the Journalism Department’s website.

Members of the Journalism Department faculty review student senior portfolios at the end of spring semester (May or June) of each year.

Review of internships and independent study is ongoing. Each faculty member supervising an internship or independent study coordinates collection of assessment information and contributes an aggregated discussion of the results in the annual assessment report.

Direct and indirect assessment measures are evaluated at an annual assessment meeting held each spring and attended by all Journalism Department regular faculty members. Individual faculty members collect data on direct measures for the courses they teach. The assessment coordinator and the department chair coordinate the collection and aggregation of indirect measures.

**Annual Assessment Meeting and Assessment Report**

At the end of Spring Semester in preparation for the annual assessment meeting, the department faculty members will prepare an assessment report summarizing the artifact(s) used to measure the journalism major’s learning outcomes; present findings; and make recommendations for improving the program in ways that will improve student performance related to the learning outcomes.

In preparation for the annual Assessment meeting the assessment coordinator will prepare an Assessment Report, based on the following materials:

- Senior survey results
- Pre-and posttest responses
- Responses to assessment direct measures
- Internship supervisor evaluations and resume critiques
- Internship self-reflection papers
- JOUR 304 portfolios report
The report will be shared with the faculty members and will be included in the assessment meeting, as a basis for action to improve student performance.

Based on the discussion at the annual assessment meeting, the faculty will identify areas of strength and areas that need improvement.

In June, following the assessment meeting, the Assessment Coordinator will prepare and distribute to all Department faculty members an action plan. The action plan will document those actions deemed necessary to enhance student performance related to the department's learning outcomes.

The faculty members will return the Action Plan draft to the Assessment Coordinator by the end of June. The Assessment Coordinator will incorporate the edited Action Plan into the Assessment Summary Report and post it on the department website no later than the end of August.

The full assessment report, including data, recommendations for improvements and actions taken to improve student performance, will be housed on FalconShare.

**Implementation of Assessment Driven Improvements**
As discussed above, changes are driven by data on direct and indirect measures collected each semester and reviewed at the assessment meeting held shortly after the end of each spring semester.

Following are the steps by which student performance informs assessment and curriculum improvement (implementation) to support Learning Outcomes, in an ongoing, annual cycle:

1. Faculty create direct and indirect measures in support of Program Learning Outcomes
2. Faculty members administer direct and indirect measures throughout academic year
3. Faculty members gather student response data to direct and indirect measures
4. Assessment Coordinator collates and aggregates data
5. Faculty members use data to identify curriculum areas in need of improvement at annual Assessment meeting
6. Faculty identify curriculum changes to better support Learning Outcomes, as suggested by the data
7. Faculty re-evaluate and revise direct and indirect measures as needed to better support Learning Outcomes
8. Assessment Coordinator creates Action Plan (implementation) based on discussion at assessment meeting
9. Cycle starts over
APPENDIX A
Journalism Department Assessment Outcomes
Course Numbers horizontal axis / Learning Outcomes vertical axis

I=introduce Learning Outcome
R=reinforce Learning Outcome
E=emphasize Learning Outcome

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<thead>
<tr>
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<th>110 (I)</th>
<th>101 (I)</th>
<th>201(IR)</th>
<th>202/3(IR)</th>
<th>204(IR)</th>
<th>240</th>
<th>404(E)</th>
<th>465 (ER)</th>
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## Journalism Direct Measures Supporting Learning Outcomes

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<th>LO3:</th>
<th>LO4:</th>
<th>LO5:</th>
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<td></td>
<td>Critique quality &amp; ethics of journalism</td>
<td>Produce high-quality journalism</td>
<td>Analyze the relationship between mass media and society</td>
<td>Identify the role of diversity</td>
<td>Recognize/adapt to changing nature of media environment</td>
</tr>
<tr>
<td>JOUR 110 Principles &amp; Ethics of Journalism</td>
<td>Essay examining news credibility Quiz essay question Exam essay question</td>
<td>Exam essay question to include diverse voices</td>
<td>Quiz essay question</td>
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<tr>
<td>JOUR 101 Introduction to Mass Communication</td>
<td>Essay on coverage of school shootings Final Essay</td>
<td>Exam Question on Sullivan case Exam question on magazines aimed at specific ethnicities, races, classes, genders, and lifestyles</td>
<td>Exam question on role of the internet in the WikiLeaks case</td>
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<td>JOUR 202/203 News Writing</td>
<td>Story critique assignment Final news project</td>
<td>Exam question on race in news reporting</td>
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<td>JOUR 204 Public Affairs Reporting</td>
<td>Exam essay question Reporting project Exam essay question</td>
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<td>Exam question on selecting media platforms for storytelling</td>
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<td>JOUR 240 Visual Communication</td>
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<td>Exam question on advertising for diverse markets</td>
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<td>JOUR 304</td>
<td>News Practicum</td>
<td>Senior portfolio</td>
<td>Exam question on stereotypes in news coverage</td>
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<td>JOUR 340</td>
<td>Media Management for News Entrepreneurs</td>
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<td>Exam essay question on changing media environment</td>
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<td>JOUR 465</td>
<td>Mass Communication Law</td>
<td>Oral case argument</td>
<td>Exam question on Sullivan case</td>
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<td>Case decision paper</td>
<td>Exam question on so-called journalist’s privilege</td>
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<td>Exam question on internet privacy</td>
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<td>Exam question on laws covering internet leaks</td>
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Appendix B
Department of Journalism Pre-test/Post-test

Please fill in the circle for the correct response on your bubble sheet. Please don’t write on this exam sheet.

1. To determine percentage change, which is the correct formula to use?
   a) Percentage change = (New figure - Old figure) / Old figure
   b) Percentage change = (New figure + Old figure) / Old figure
   c) Percentage change = New figure / Old figure
   d) Percentage change = (Old figure - New figure) / 100

2. In the newsroom of the fictional Smallville Daily Journal, the mode of reporters’ salaries is $34,000. What does this mean?
   a) The salary of $34,000 is the average paid to reporters at the newspaper.
   b) The salary of $34,000 is the most frequently occurring salary figure.
   c) Everyone in the newsroom makes $34,000 a year.
   d) In the range of salaries paid to reporters at the newspaper, $34,000 is in the middle.

3. As a journalist, one’s ethics may be determined by a variety of personal, professional and other factors. However, which of the following statements best describes the generally accepted ethical principle used in American journalism?
   a) Whatever ethical guideline you have adopted, always stick to it no matter the situation.
   b) Protect the weakest person in a story, even if it means not publishing or broadcasting the story.
   c) Treat your sources the way you would like to be treated by them.
   d) Do the greatest good for the greatest amount of people, but try to minimize harm.

4. In preparation for an interview, what is the most important thing a journalist should do?
   a) Research the topic and the source.
   b) Check that the batteries in the digital recorder are fresh.
   c) Write a list of questions to provide to the source ahead of the interview.
   d) Find a neutral venue for the interview.
5. Which of the following is not among the elements of newsworthiness?
   a) Conflict
   b) Objectivity
   c) Prominence
   d) Timeliness

6. A closed-ended question is:
   a) One that limits the person responding to specific answers.
   b) One that forces the person responding to provide the answer a journalist expects.
   c) One that allows the person responding freedom to explain, often by providing a long answer.
   d) Never used by a journalist.

7. Triangulation refers to:
   a) A journalist interviewing at least three people when reporting a story.
   b) Accurately reporting the time, date and place that an event is scheduled.
   c) A journalist using three different types of sources when reporting a story.
   d) Checking one’s work for spelling, grammar and Associated Press style.

8. Which of the following statements about access to public records is correct?
   a) Only professional journalists are allowed to view public records.
   b) Journalists generally have no greater rights than other citizens to view public records, and not all records created by the government are public.
   c) To gain access to public records of any kind, one must first file a request under the federal Freedom of Information Act.
   d) Even if doing so would violate an individual's right to privacy, the custodian of a public record must turn it over to whomever requests it.

9. When reporting a story, which of the following is most important for a journalist to keep in mind?
   a) Accuracy.
   b) Good writing.
   c) The number of sources used in the story.
   d) That he or she has gathered enough information so that the story could be told across different media platforms.
10. Which of the following statements best describes American media efforts to create diverse newsrooms?
   a) The staffing of newsrooms accurately reflects the diversity of the communities they cover.
   b) Overall, the percentage of people of color working in newsrooms is well below the percentage of people of color in the general American population.
   c) American media hire reporters based on their ideological backgrounds, not on other factors.
   d) American media see no purpose in creating diverse newsrooms, because professional journalists are able to cover any community.

11. Journalism’s first obligation is to
   a) The future.
   b) The audience.
   c) The news organization.
   d) The truth.

12. Which of the following would be categorized as a new funding model for journalism?
   a) Newspaper journalism
   b) Nonprofit journalism
   c) TV journalism
   d) Radio journalism

13. What is ethics?
   a) Rules that say what we should do
   b) A system of moral principles
   c) A list of legal and illegal behavior
   d) A set of essential rules

14. Identify the most critical skill needed to be a good interviewer.
   a) Listening
   b) Note taking
   c) Operating a recorder
   d) Asking questions
15. No matter what form the news media take in the future
a) Use of technology will be a reporter’s most important skill.
b) How the news is delivered determines a reporter’s most important skill.
c) Reporters will need a graduate degree.
d) The craft of reporting will remain an important skill.

16. Generally, the rule is that anything happening in public places
a) Is fair game for reporters.
b) Requires a signed waiver before taking a picture.
c) Requires the permission of the management before interviewing people.
d) Is off limits to reporters.

17. InDesign is a software program whose primary function is
a) Creating graphics.
b) Editing images.
c) Layout.
d) Web design.

18. Which of the fonts below is a sans serif font?
a) Journalism
b) Journalism
c) Journalism
d) Journalism

19. Which job title refers to the person who is responsible for the overall management of a newspaper operation?
a) Editor
b) Circulation manager
c) Copy editor
d) Publisher

20. Which of the following is not categorized as legacy media?
a) Hyperlocal news site
b) Newspaper
c) TV station
d) Radio station
   a) The decision protects the right of media and citizens to criticize elected officials and other public figures.
   b) The decision was extremely narrow in scope, so it has had much effect on what the media can say about elected officials and public figures.
   c) The decision is no longer in effect. Although it continues to have symbolic power, it is not an important legal precedent.
   d) The decision made it more difficult for small news outlets to cover controversial topics.

22. The courts have recognized a special “journalist’s privilege” protecting reporters from having to give a grand jury information about criminal activity they may have witnessed.
   a) True
   b) False

23. One reason that magazines are considered excellent marketing vehicles is:
   a) Most magazines appeal to a wide range of readers.
   b) Magazine advertising is extremely inexpensive.
   c) Magazines deliver well-defined audiences.

24. Which statement is true of the movie industry today?
   a) Most films made in the US rely heavily on dialogue. As a result they are not popular with non-English speaking audiences overseas.
   b) Most films made in the US are made for audiences between the ages of 35 and 50.
   c) Most films made in the US rely more on visual excitement than dialogue. As a result they do very well with non-English speaking audiences overseas.

25. Which statement is true?
   a) Media are shaping content for increasingly general audiences.
   b) Media are shaping content for increasingly specific audiences.
   c) Most media don’t aim to reach any particular audience.

26. Amendment One of the United States Constitution:
   a) Prevents government from placing any restrictions whatsoever on speech.
   b) Protects speech, religion, association, the right to petition government, and the press.
   c) Reflects the Founders’ belief that free speech is the most important right in a democracy, even more important than the right to protect one’s property.
27. Which statement most accurately defines libel?
   a) Libel can be said to occur whenever the media publish something that is not true.
   b) Libel can be said to occur when the media publish something unflattering and untrue about an elected official.
   c) Libel can be said to occur when the media publish something false about a person that materially harms that person’s reputation.

28. The right of privacy:
   a) is spelled out clearly in the Bill of Rights.
   b) is being redefined in the Internet age.
   c) is no longer much of an issue these days.

29. Prior restraint:
   a) is extremely difficult for the government to justify.
   b) is the easiest form of censorship for the government to impose on the news media.
   c) has never been used by the US government to censor the news media.

30. The print media today:
   a) will disappear within the next decade, according to most informed observers.
   b) are trying to adapt to attract young audiences.
   c) have never figured out how to make money.
Appendix C: Direct Assessment Measures Rubrics

Jour 465 oral argument & decision paper rubric

addresses the appropriate Constitutional issues involved

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explains how Constitutional issues apply to the case

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invokes sufficient case precedent

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explains how each precedent applies to the case

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arguments are coherent and well-organized

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<th>Not organized superfluous attempt</th>
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<th>Superbly organized</th>
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JOUR 304
Rubric for portfolio project

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<tr>
<th>Criteria</th>
<th>Mastery (5)</th>
<th>Proficiency (4)</th>
<th>Competence (3)</th>
<th>Novice (2)</th>
<th>Inexperienced (1)</th>
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</table>
| **Portfolio**             | Portfolio shows the student's strongest work across two or more media platforms, with stories reflecting the best practices of professional journalists. Organizatio
|                           | n of the portfolio is clear and it is tailored to the position sought.      | Portfolio shows the student's strongest work in one medium, with stories reflecting the best practices of professional journalists. Organizatio
|                           |                                                                            | n of the portfolio is clear and it is tailored to the position sought.       | Portfolio shows the student's work in one medium, with most stories reflecting the best practices of professional journalists. Organizatio
|                           |                                                                            |                                                                            | n of the portfolio is somewhat clear, but it is not tailored to the position sought.       | Portfolio is incomplete and shows just some of the student's work in one medium. Some stories reflect the best practices of professional journalists. Organizatio
<p>|                           |                                                                            |                                                                            | n of the portfolio is unclear and it is not tailored to the position sought.       | n of the portfolio is not addressed to a person; contains one or more errors; fails to make the case for why the candidate should be considered by the employer; and exceeds |
| <strong>Cover letter</strong>          | Cover letter is addressed to a person; is free of errors; makes a convincing case for why the candidate should be considered by the employer; and does | Cover letter is addressed to a person; is free of errors; makes an adequate case for why the candidate should be considered by the employer; | Cover letter is not addressed to a person; contains one or more errors; makes an adequate case for why the candidate should be considered by the employer; | Cover letter is not addressed to a person; contains one or more errors; fails to make the case for why the candidate should be considered by the employer; and exceeds |</p>
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<th>Résumé</th>
<th>Students prepare a one-page professional résumé.</th>
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<td>Résumé is organized clearly; takes into consideration specific needs of the position being applied for; is free of spelling or grammatical errors; is limited to one page; and includes a list of at least three appropriate references.</td>
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<td>Résumé is organized clearly; takes into consideration specific needs of the position being applied for; is free of spelling or grammatical errors; is limited to one page; and includes a list of at least three references, although they may not be appropriate.</td>
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<td>Résumé is organized clearly, but does not take into consideration specific needs of the position being applied for; contains one or more spelling or grammatical errors; exceeds one page; and does not include a list of at least three appropriate references.</td>
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<tr>
<td>Reflection paper</td>
<td>The student prepares a one- to two-page self-evaluation of their work during the semester, including</td>
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<td>Reflection paper shows well-developed critical thought about student's performance during the semester, and discusses three strengths</td>
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<tr>
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<td>Reflection paper shows developed critical thought about student's performance during the semester, and discusses three strengths</td>
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<tr>
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<td>Reflection paper shows some critical thought about student's performance during the semester, and discusses three strengths</td>
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<tr>
<td></td>
<td>Reflection paper shows none to little critical thought about student's performance during the semester, and does not discuss three strengths and one page.</td>
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a discussion of three strengths as a journalist and one correctable weakness.

| strengths and one correctable weakness. | strengths and one correctable weakness. | and one correctable weakness. | and one correctable weakness. | correctable weakness. |
# JOUR 101 Final Essay Rubric

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<th>EXCEEDS ASSIGNMENT REQUIREMENTS</th>
<th>MEETS ASSIGNMENT REQUIREMENTS</th>
<th>FALLS BELOW ASSIGNMENT REQUIREMENTS</th>
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<tbody>
<tr>
<td>Essay is organized around a clearly stated and logical central point</td>
<td>Point of the essay is significant and substantial, and is clearly and succinctly stated in the opening paragraph. The essay itself remains focused on the central point.</td>
<td>Point of the essay is stated in the opening paragraph, but is ambiguous, poorly written or is not significant. The essay itself remains focused on the central point.</td>
<td>Point of the essay is not clearly stated, or essay is not focused on the main point.</td>
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<tr>
<td>Essay relies on sufficient examples</td>
<td>Essay provides a wide range of documented, relevant examples, directly and clearly supporting the main point. The narrative explicitly links the examples to the main point.</td>
<td>Essay provides examples sufficient to suggest support for main point, but support is not compelling. Examples are sufficiently documented.</td>
<td>Essay provides insufficient documented examples in support of main point.</td>
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<tr>
<td>Essay discussion links examples to main point or conclusion</td>
<td>Essay discussion is rich and well informed, going beyond recitation of course materials to convincingly link the supporting examples to the essay’s point.</td>
<td>Essay discussion sufficiently links examples to the essay’s point. Discussion is limited to recitation of course materials and thus may not create a compelling link between examples and the essay’s main point.</td>
<td>Essay discussion is nonexistent, or is insufficient to suggest a link between examples and the essay’s conclusion.</td>
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<td><strong>Exceeds Requirement</strong></td>
<td><strong>Meets Requirement</strong></td>
<td><strong>Does Not Meet Requirement</strong></td>
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<tr>
<td><strong>Essay demonstrates grasp of professional challenges when covering a school shooting</strong></td>
<td>Essay provides a succinct summary statement encompassing the professional challenges, as well as specific, accurate examples covering the entire range of challenges discussed in the material to illustrate the point.</td>
<td>Essay provides an adequate summary statement encompassing professional challenges. Supporting examples may be incomplete, but are accurate and related to the essay’s point.</td>
<td>Summary statement of professional challenges is missing, disorganized, or factually incorrect. Supporting examples irrelevant, or are insufficient to demonstrate a grasp of the material.</td>
</tr>
<tr>
<td><strong>Essay demonstrates grasp of ethical issues associated with covering a school shooting</strong></td>
<td>Essay provides a succinct summary statement encompassing the ethical issues, as well as specific, accurate examples covering the entire range of ethical issues discussed in the material to illustrate the point.</td>
<td>Essay provides an adequate summary statement encompassing ethical issues presented in covering horrific events. Supporting examples may be incomplete, but are accurate and related to the essay’s point.</td>
<td>Summary statement of ethical issues is missing, disorganized, or factually incorrect. Supporting examples irrelevant, or are insufficient to demonstrate a grasp of the material.</td>
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Jour 315 Race, Class & News
Grading Rubric

Reaction Paper

Your reaction papers provide your personal reaction to the assigned material's content. You are examining the issues of class, race, and/or ethnicity. Social class can result in inequalities in power, authority, wealth, working/living conditions, lifestyle, life span, education, religion, and culture. Remember that the concept of race is socially constructed, a belief that people are born into different races with biological differences in intellect, temperament and character. Ethnicity focuses on shared social/cultural experiences and traits.

Paper with Grade A (excellent) 54-60 points
- Original and imaginative in its writing style
- Provides substantial examination of one main idea or perception (thesis) concerning the assigned material, clearly addressing its presentation of class OR race and ethnicity.
- Uses logical and carefully organized points to support your thesis stated early in the paper.
- Uses relevant examples from the material that demonstrate your contentions concerning the presentation of class OR race and ethnicity.
- Supports your premise with relevant evidence from additional research and your text(s) or other class material.
- Well-written using smooth transitions from paragraph to paragraph
- Proofread so that there are few, if any, grammar or spelling errors
- Your closing paragraph draws a conclusion and is related to your thesis.

Paper with Grade B (good) 48-53 points
- Provides clear examination of one main idea or perception (thesis) concerning the assigned material, clearly addressing the presentation of class OR race and ethnicity.
- Uses logical and carefully organized points to support your thesis stated early in the paper.
- Uses relevant examples from the material that demonstrate your contentions concerning the presentation of class OR race and ethnicity.
- Supports your premise with relevant evidence from your text(s) or other class material.
- Well-written using smooth transitions from paragraph to paragraph
- Proofread so that there are few, if any, grammar or spelling errors
- Your closing paragraph draws a conclusion and is related to your thesis.
Paper with Grade C (adequate)  
42-47 points

- Provides a limited examination of one main idea or perception (thesis) concerning the assigned material, clearly addressing its presentation of class OR race and ethnicity.
- Thesis is not clear.
- Points are not well organized and resemble a summary rather than supporting the thesis.
- Provides few examples and relevance is not clear.
- Little or no evidence from your text(s) or other class material.
- Writing is weak including poor transitions, choppy sentences, and repetition.
- No apparent proofreading.
- Closing paragraph provides little relevance to your thesis.

Paper with Grade D (unsatisfactory)  
36-41 points

This paper has significant problems. It may be errors of fact or poor understanding of the concepts and issues concerning class OR race and ethnicity. However, due to skillful demonstration of writing or paper organization it warrants a passing grade.

Paper with Grade F (unacceptable)  
35 or fewer points

Shows superficial treatment of the subject with no apparent comprehension of concepts and issues. The writing is garbled. Frequent grammatical or spelling errors. This paper does not meet the standard for college writing.
Dear graduating senior:
The UWRF Journalism Department is committed to helping our students achieve five key Outcomes by the time they graduate. In the questions below, you are asked to indicate how well you feel that you have achieved each Outcome. Your responses will help us improve the journalism program, and help the University set academic program priorities. Your answers are confidential. Please DO NOT write your name on this survey form.

Please fill in the circle for the response that comes closest to your own view.

1. Students will be able to critique the quality and ethics of journalism in any medium, in terms of basic professional standards.
   - strongly agree
   - agree
   - slightly agree
   - slightly disagree
   - disagree
   - strongly agree

2. Students will be able to produce high quality print, broadcast or online journalism.
   - strongly agree
   - agree
   - slightly agree
   - slightly disagree
   - disagree
   - strongly agree

3. Students will be able to critically analyze the basic aspects of the relationship between mass media and society, within historical or contemporary contexts.
   - strongly agree
   - agree
   - slightly agree
   - slightly disagree
   - disagree
   - strongly agree

CONTINUED ON REVERSE
4. Students will be able to use technology to produce high quality journalism.
   - strongly agree
   - agree
   - slightly agree
   - slightly disagree
   - disagree
   - strongly agree

5. Students will be able to identify the role that diversity plays in every aspect of journalism.
   - strongly agree
   - agree
   - slightly agree
   - slightly disagree
   - disagree
   - strongly agree

THANK YOU FOR YOUR HELP.

YOUR RESPONSES ARE IMPORTANT.
Internship Evaluation and Resume Critique

To the site supervisor: Thank you for taking time to evaluate one of our students who has worked as an intern with your company. Please note that this information will be shared with the student.

Intern’s name ____________________________________________

Company name ____________________________________________

Supervisor’s email __________________________________________

First day of work ________________________________

Last day of work ________________________________

Total hours worked ________________________________

Tasks performed by intern (be specific)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Which tasks did the intern spend the most time on?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
How frequently did you observe the intern’s work?

☐ Daily    ☐ Weekly    ☐ Less than weekly

How closely did you have to supervise the intern?

☐ Closely supervised and had to follow up to complete tasks

☐ Occasionally supervised and had to follow up to complete tasks

☐ Never needed to supervise (intern completed tasks independently)

How often did you evaluate the intern’s work?

☐ Regularly    ☐ Seldom    ☐ Never

Was the intern reliable?

☐ Always    ☐ Most of the time    ☐ Sometimes    ☐ Never

Did the intern carry out projects on time?

☐ Always    ☐ Most of the time    ☐ Sometimes    ☐ Never

Did the intern work well under deadline pressure?

☐ Always    ☐ Most of the time    ☐ Sometimes    ☐ Never

Please describe the deadlines involved and the type of deadline work.

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
What do you think are the intern's strengths?

________________________________

________________________________

________________________________

Overall, how much improvement did you observe?

☐ A great deal ☐ Some ☐ Little ☐ None

In what areas did the intern make the most improvement (reporting, writing, editing skills, time management, news judgment, ability to accept criticism, etc.)?

________________________________

________________________________

________________________________

Resume Critique form

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
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<td>Clarity</td>
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Today's date _________________

Suggestions for improvement

________________________________

________________________________
PREAMBLE

Members of the Society of Professional Journalists believe that public enlightenment is the forerunner of justice and the foundation of democracy. The duty of the journalist is to further those ends by seeking truth and providing a fair and comprehensive account of events and issues. Conscientious journalists from all media and specialties strive to serve the public with thoroughness and honesty. Professional integrity is the cornerstone of a journalist’s credibility. Members of the Society share a dedication to ethical behavior and adopt this code to declare the Society’s principles and standards of practice.

SEEK TRUTH AND REPORT IT

Journalists should:

- Test the accuracy of information from all sources and exercise care to avoid inadvertent error. Deliberate distortion is never permissible.
- Diligently seek out subjects of news stories to give them the opportunity to respond to allegations of wrongdoing.
- Identify sources whenever feasible. The public is entitled to as much information as possible on sources’ reliability.
- Always question sources’ motives before promising anonymity. Clarify conditions attached to any promise made in exchange for information. Keep promises.
- Make certain that headlines, news teases and promotional material, photos, video, audio, graphics, sound bites and quotations do not misrepresent. They should not oversimplify or highlight incidents out of context.
- Never distort the context of news photos or video. Image enhancement for technical clarity is always permissible. Label montages and photo illustrations.
- Avoid misquoting re-enactments or staged news events. If re-enactment is necessary to tell a story, label it.
- Avoid uncovering or other surreptitious methods of gathering information except when traditional open methods will not yield information vital to the public. Use of such methods should be explained as part of the story.
- Never plagiarize.
- Tell the story of the diversity and magnitude of the human experience boldly, even when it is unpopular to do so.
- Examine their own cultural values and avoid imposing those values on others.
- Avoid stereotyping by race, gender, age, religion, ethnicity, geography, sexual orientation, disability, physical appearance or social status.
- Support the open exchange of views, even views they find repugnant.
- Give voice to the voiceless, official and unofficial sources of information can be equally valid.
- Distinguish between advocacy and news reporting. Analysis and commentary should be labeled and not misrepresent fact or context.
- Distinguish news from advertising and shun hybrids that blur the lines between the two.
- Recognize a special obligation to ensure that the public’s business is conducted in the open and that government records are open to inspection.

MINIMIZE HARM

Ethical journalists treat sources, subjects and colleagues as human beings deserving of respect.

Journalists should:

- Show compassion for those who may be affected adversely by news coverage. Use special sensitivity when dealing with children and inexperienced sources or subjects.
- Be sensitive when seeking or using interviews or photographs of those affected by tragedy or grief.
- Recognize that gathering and reporting information may cause harm or discomfort. Pursuit of the news is not a license for arrogance.
- Recognize that private people have a greater right to control information about themselves than do public officials and others who seek power, influence or attention. Only an overriding public need can justify intrusion into anyone’s privacy.
- Show good taste. Avoid pandering to lurid curiosity.
- Be cautious about identifying juvenile suspects or victims of sex crimes.
- Be judicious about naming criminal suspects before the formal filing of charges.
- Balance a criminal suspect’s fair trial rights with the public’s right to be informed.

ACT INDEPENDENTLY

Journalists should be free of obligation to any interest other than the public’s right to know.

Journalists should:

- Avoid conflicts of interest, real or perceived.
- Remain free of associations and activities that may compromise integrity or damage credibility.
- Refuse gifts, favors, fees, free travel and special treatment, and shun secondary employment, political involvement, public office and service in community organizations if they compromise journalistic integrity.
- Disclose unavoidable conflicts.
- Be vigilant and courageous about holding those with power accountable.
- Deny favored treatment to advertisers and special interests and resist their pressure to influence news coverage.
- Be wary of sources offering information for favors or money; avoid bidding for news.

BE ACCOUNTABLE

Journalists are accountable to their readers, listeners, viewers and each other.

Journalists should:

- Clarify and explain news coverage and invite dialogue with the public over journalistic conduct.
- Encourage the public to voice grievances against the news media.
- Admit mistakes and correct them promptly.
- Expose unethical practices of journalists and the news media.
- Abide by the same high standards to which they hold others.

The SPJ Code of Ethics is voluntarily embraced by thousands of journalists, regardless of place or platform, and is widely used in newsrooms and classrooms as a guide for ethical behavior. The code is intended not as a set of “rules” but as a resource for ethical decision-making. It is not — nor can it be under the First Amendment — legally enforceable.

The present version of the code was adopted by the 1998 SPJ National Convention, after months of study and debate among the Society’s members. Sigma Delta Chi’s first Code of Ethics was borrowed from the American Society of Newspaper Editors in 1926. In 1973, Sigma Delta Chi wrote its own code, which was revised in 1984, 1987 and 1996.
RADIO TELEVISION DIGITAL NEWS ASSOCIATION

CODE OF ETHICS

PREAMBLE
Professional electronic journalists should operate as trustees of the public, seek the truth, report it fairly and with integrity and independence, and stand accountable for their actions.

PUBLIC TRUST
Professional electronic journalists should recognize that their first obligation is to the public.

Professional electronic journalists should:
- Understand that any commitment other than service to the public undermines trust and credibility.
- Recognize that service in the public interest creates an obligation to reflect the diversity of the community and guard against oversimplification of issues or events.
- Provide a full range of information to enable the public to make enlightened decisions.
- Fight to ensure that the public’s business is conducted in public.

FAIRNESS
Professional electronic journalists should present the news fairly and impartially, placing primary value on significance and relevance.

Professional electronic journalists should:
- Treat all subjects of news coverage with respect and dignity, showing particular compassion to victims of crime or tragedy.
- Exercise special care when children are involved in a story and give children greater privacy protection than adults.
- Seek to understand the diversity of their community and inform the public without bias or stereotype.
- Present a diversity of expressions, opinions, and ideas in context.
- Present analytical reporting based on professional perspective, not personal bias.
- Respect the right to a fair trial.

INDEPENDENCE
Professional electronic journalists should defend the independence of all journalists from those seeking influence or control over news content.

Professional electronic journalists should:
- Gather and report news without fear or favor, and vigorously resist undue influence from any outside forces, including advertisers, sources, story subjects, powerful individuals, and special interest groups.
- Resist those who would seek to buy or politically influence news content or who would seek to intimidate those who gather and disseminate the news.
- Determine news content solely through editorial judgment and not as the result of outside influence.
- Resist any self-interest or peer pressure that might erode journalistic duty and service to the public.
- Recognize that sponsorship of the news will not be used in any way to determine, restrict, or manipulate content.
- Refuse to allow the interests of ownership or management to influence news judgment and content inappropriately.
- Defend the rights of the free press for all journalists, recognizing that any professional or government licensing of journalists is a violation of that freedom.

ACCOUNTABILITY
Professional electronic journalists should recognize that they are accountable for their actions to the public, the profession, and themselves.

Professional electronic journalists should:
- Actively encourage adherence to these standards by all journalists and their employers.
- Respond to public concerns. Investigate complaints and correct errors promptly and with as much prominence as the original report.
- Explain journalistic processes to the public, especially when practices spark questions or controversy.
- Recognize that professional electronic journalists are duty-bound to conduct themselves ethically.
- Refrain from ordering or encouraging courses of action that would force employees to commit an unethical act.
- Carefully listen to employees who raise ethical objections and create environments in which such objections and discussions are encouraged.
- Seek support for and provide opportunities to train employees in ethical decision-making.

TRUTH
Professional electronic journalists should pursue truth aggressively and present the news accurately, in context, and as completely as possible.

Professional electronic journalists should:
- Continuously seek the truth.
- Resist distortions that obscure the importance of events.
- Clearly disclose the origin of information and label all material provided by outsiders.

Professional electronic journalists should not:
- Report anything known to be false.
- Manipulate images or sounds in any way that is misleading.
- Plagiarize.
- Present images or sounds that are reenacted without informing the public.

INTEGRITY
Professional electronic journalists should present the news with integrity and deceny, avoiding real or perceived conflicts of interest, and respect the dignity and intelligence of the audience as well as the subjects of news.

Professional electronic journalists should:
- Identify sources whenever possible. Confidential sources should be used only when it is clearly in the public interest to gather or convey important information or when a person providing information might be harmed. Journalists should keep all commitments to protect a confidential source.
- Clearly label opinion and commentary.
- Guard against extended coverage of events or individuals that fails to significantly advance a story, place the event in context, or add to the public knowledge.
- Refrain from contacting participants in violent situations while the situation is in progress.
- Use technological tools with skill and thoughtfulness, avoiding techniques that skew facts, distort reality, or sensationalize events.
- Use surreptitious newsgathering techniques, including hidden cameras or microphones, only if there is no other way to obtain stories of significant public importance and only if the technique is explained to the audience.
- Disseminate the private transmissions of other news organizations only with permission.

Professional electronic journalists should not:
- Pay news sources who have a vested interest in a story.
- Accept gifts, favors, or compensation from those who might seek to influence coverage.
- Engage in activities that may compromise their integrity or independence.

In meeting its responsibility to the profession of electronic journalism, RTDNA has created this code to identify important issues, to serve as a guide for its members, to facilitate self-scrutiny, and to shape future debate.
Students should practice using technology and applying story basics on deadline.
- Keep a focus on the basics of good journalism – story, balance, accuracy, etc.
- Students should learn the strategies that drive success online – unique visitor counts, page engagement, etc.
- Require students to do good journalism right now, and with every assignment. Infuse that requirement into every course.
- Consider a capstone project (semester-long reporting project).
- Require students to read good writing throughout the curriculum.
- Emphasize still photography.
- Teach entrepreneurial journalism.
- Bring in professionals.
- Infuse research skills throughout the curriculum.
- Teach students how to identify audiences for various mobile formats using demographics and psychographics.
- Teach students to remain flexible in their approaches.
- Emphasize practical experience.
- Students should have a basic familiarity with HTML.
- Students should understand how the Internet is structured: Web pages, browsers, etc.
- Develop a math course for journalism majors emphasizing practical applications and logical thinking.
- Consider a course in computer-assisted reporting (online research)
- Maintain a focus on public affairs reporting. “How does a community operate”? Have students go out on the street to gather stories, and attend government meetings.
- Beef up the political science requirement for journalism students.
- Journalists are being held more accountable for what they say online.
- Don’t teach software. Focus instead on how to find stories.
- Conduct a simple survey on alumni and newsrooms for a broader picture of life in the journalism world.
- Require phone or in-person interviews. **Entry requirements?**
  - Don’t make entry barrier entirely grade-based
  - How would the barrier accommodate transfers and those changing majors?
  - Phase in entry barriers?
  - JOUR 110 as a prerequisite for everything else
  - Journalism Studies minor
- Recruit new students from two-year colleges
- Mark Plenke at Normandale / [www.55423.info](http://www.55423.info) (local reporting website)
- UWRF’s top selling point is one-on-one contact with students
- Conduct an entrance interview
- Entering students should demonstrate: basic writing skills; writing test should involve news events; make them say why they want to major in journalism; ask them what they read; conduct an editing exercise
Thoughts on a teaching newsroom; equipment; software
- Each student should have a laptop loaded with audio, video and still software.
- Should students be required to supply their own equipment?
- Teach students to accommodate many points of entry and levels of engagement.
- Students should be producing visuals and word content from the start, on a laptop, with audio, video, still photographs and Tweets.

Components and characteristics of a teaching newsroom:
- Modular
- Scalable
- BYOT
- Wifi
- Video corner
- Presentation corner
- Linked to student media
- Docking station

What software skills should graduates possess?
(NOTE: Teach the concept, not the program.)
- Video editing
- iMovie
- Movie Maker
- Adobe Premier
- Illustrator
- InDesign
- Photoshop
- Paint
- Adobe Auditions or Pro Tools
- Cover It Live
- Storify