

# Annual Assessment Report Template AY23-24

*Report due date: Friday, November 8, 2024*

Please refer to the [Annual Assessment webpage for additional information, resources, and options for annual assessment.](#)

At the program level, the process of assessment provides evidence of student learning that is used to identify opportunities to improve our programs and better support our students. [The Provost's office requires](#) “each program at the University of San Francisco [to participate] in ongoing assessment and evaluation activities by assessing Program Learning Outcomes (PLOs) – easily identifiable actions that students are expected to demonstrate in terms of knowledge, skills, and attitudes upon completion of a program. All programs should have an assessment plan that designates when each PLO will be assessed within a regular cycle. Programs then conduct an annual assessment of student learning focusing on that year's PLO(s).”

Please note that all annual assessment reports are public documents. A digital repository of reports for the College of Arts & Sciences can be found [here](#).

## Requirements of Assessment

- Our accreditors require each major, minor (including interdisciplinary minors), graduate program, certificate, and non-degree granting program to have an active, continuous, and current assessment plan.
- Each Program Learning Outcome (PLO) must be assessed at least one time between each Academic Program Review (APR).
- **Direct assessment** of student learning is also required when evaluating PLOs. Direct methods include the examination of student work products such as tests, papers, performances, presentations, etc.
- **Indirect assessments** such as surveys, exit interviews, and focus groups are not required, but can be an excellent way to supplement direct assessment. Indirect assessments can also be developed or used if all PLO statements have been evaluated between APRs.
- A good assessment program strives to continually review and improve student learning as indicated by the data. Remember, your program doesn't have to be bad to get better.

**A thorough assessment plan should answer the following questions:**

- What do you want your students to learn?
- Are they learning it?
- How do you know they are learning it?

Programs should also feel empowered to pursue questions that they want to answer regarding student learning, other than those listed above.

## Faculty Directors of Curriculum Development (FDCD)

For guidance in carrying out assessment requirements and answers to specific questions that may arise at any stage in the assessment process, please contact the Faculty Director of Curriculum Development (FDCD) in your program area.

- **Arts:** vacant, please reach out to AD Cathy Gabor ([cgabor@usfca.edu](mailto:cgabor@usfca.edu)) for support
- **Humanities:** Mark Meritt ([meritt@usfca.edu](mailto:meritt@usfca.edu)), Rhetoric and Language
- **Sciences:** John Lendvay ([lendvay@usfca.edu](mailto:lendvay@usfca.edu)), Environmental Sciences
- **Social Sciences:** Michael Jonas ([mrjonas@usfca.edu](mailto:mrjonas@usfca.edu)), Economics

## How to Submit the Annual Report

Please email a PDF copy of your annual assessment report to: [assessment\\_cas@usfca.edu](mailto:assessment_cas@usfca.edu).

We also ask that you title your report according to the following naming convention: report\_year\_program\_name\_degree\_type. For example:

- AY21-22\_Data Science\_MS
- AY21-22\_FineArts\_Major (if you decide to submit a separate report for major and minor) OR AY21-22\_FineArts\_Aggregate (when submitting a combined major/minor aggregate report)

## Report Structure

All reports should include the following information:

### Journalism Minor Assessment AY 2023-2024

All reports should include the following information:

- **Name(s) of all program(s) and degree type(s) assessed** (Major, Minor, Graduate, or Non-Degree): Journalism Minor
- Names and contact information of the faculty coordinating the assessment of each program and report:  
Teresa Moore, [mooret@usfca.edu](mailto:mooret@usfca.edu)
- Your Mission Statement; note any changes since last report:

Academic year 23-24 marked the first year since the journalism minor was revised and approved in Curriculog and updated on Banner Spring 2023. All revisions, deletions and additions were made in consultation with the Media Studies Department, our then-dean

Joshua Gamson, and approved by the Media Studies Department and the CAS curriculum committee.

We streamlined the minor requirements, replacing a defunct J2 course with an audio, video or multimedia requirement; removed a few courses that hadn't been taught in several years and added three new upper division minor electives. We added new course descriptions and a new program description in Curriculog. The new minor was approved Spring 2023 and went into effect Fall 2023. The courses assessed in this report are from Spring 2024.

#### Journalism Minor Mission Statement (unchanged)

The University of San Francisco journalism minor trains students from throughout the university in effective journalism production and ethical industry practices. The program weds the four core tenets of the Society of Professional Journalists Code of Ethics – “seek truth and report it,” “minimize harm,” “act independently,” and “be accountable and transparent” with the Jesuit mission of a social responsibility to “communicate and apply knowledge to a world shared by all people and held in trust for future generations.”

We believe that a healthy and just society depends upon informed and engaged citizens. In the spirit of the University's Jesuit values, we see journalism as a service profession. Well-trained, compassionate and brave journalists are essential to

- helping people see and understand beyond their own experiences
- hauling suffering and injustice into the light and holding the powerful accountable
- verifying and defending shared facts that people can trust and act on
- fostering spaces for productive public discourse

The critical thinking, research, writing and multimedia skills essential to good journalism are sought after in many fields. We are proud that our program has prepared students for careers in entertainment, education, politics, marketing, and many forms of journalism.

- Your PLOs; note any changes since last report:  
We kept Production, Theory and History as the three PLO's but, on the advice of Dean Gamson, we simplified the language and number of criteria for assessment.
- Your current Curricular Map; note any changes since last report

I worked with Ella Frazer and Josh Gamson to refine the Curricular Map, which was approved by the MS department and the Curriculum Committee in Spring 2023.

See Course Map Key at the end of this document.

See Journalism Minor Curricular Map Excel Sheet in separate document.

- Your assessment schedule between APRs: a year by year list of PLOs assessed since your last APR and those to be assessed before your next APR (Contact your FDCD for clarification if needed):

We did not submit a report last year because Ella advised us to take a pause while we were transitioning to the updated minor.

In 2021 when I went to revise the minor in Curriculog, I discovered that several elements, mainly catalog descriptions and other forms the previous minor director had not created, did not exist. It took nearly two years to figure out how to deal with Curriculog, build the missing elements and sort out the program history. Here is our PLO assessment plan moving forward:

AY 23-24: Production; AY 24-25: History; AY 25-26: Theory.

- Description of the assessment methodology

The Journalism minor uses the same assessment methodology as the rest of the Media Studies department. Here is the department language:

“Instructors selected to participate in our department’s assessment efforts every semester evaluate student work in their course according to the department-wide rubric (see rubric at the end of this document). The rubric asks each instructor to assess how many students in each course were able to obtain A-level, B-level, etc. competency at various dimensions of the given PLO and to arrive at an overall percentage for each grade level (see individual instructors’ assessment results at the end of this document).

Grades represent:

A – student has complete mastery

B – student demonstrates good skills

C – student has passing skills

D-F – student is not passing this criteria

Assessment locations include students’ final exams, research projects, end of semester student presentations and production projects (films, videos, written and audio stories and photo essays). Specific work products assessed are decided by the instructors executing assessment each semester (syllabi vary among professors and it has been our decision

that the most effective assessment would allow instructors to select their own work products.”

In the case of the journalism minor, the courses assessed are those that count towards the minor; although journalism courses which count in the Media Studies major and minor are also often included in those program assessments.

- Rubrics (and other instruments, if applicable)

#### Journalism Minor

Program Learning Outcome #1: Production

Assessment completed by: Tim Redmond

Course and Semester: MS 223 Journalism 1 Spring 2024

**Instructors:** Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

A - student has complete mastery

B - student demonstrates good skills

C - student has passing skills

D-F - student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A's in a, b, c)

| Learning Outcome #1: Production   | A | B | C | D-F |
|---|---|---|---|-----|
| a. Students' work shows an understanding of the differences between journalism and other media, namely that the main ingredients of responsible journalism are ethically acquired, verified facts presented clearly to an audience. | 9 | 4 |   |     |
| b. Students can gather, evaluate, verify and contextualize information in accordance with journalism ethics and competently using reporting techniques, including interviewing, first-person observation and in-depth research.     | 9 | 4 |   |     |

|   |     |     |  |  |
|---|-----|-----|--|--|
| c. Students can engage readers/viewers/listeners with clear, accurate and compelling stories produced in various media formats. | 9   | 4   |  |  |
| d. Students gain experience reporting on the record stories on and off campus.  | 13  |     |  |  |
|   |     |     |  |  |
| Totals N (%)  | 69% | 31% |  |  |

#### Journalism Minor

Program Learning Outcome #1: Production

Assessment completed by: Teresa Moore

Course and Semester: MS 325 Magazine Spring 2024

**Instructors:** Use this grid to track the success of each student (all students must be included) across each learning outcome. This can be done while grading papers or exams (add a hash mark for each student on each criteria to the grid as you grade and then total up each column) or as an independent assessment activity. Using this grid we should be able to track the % of students who are succeeding at each level, and overall, in the learning goal.

Grades represent:

A - student has complete mastery

B - student demonstrates good skills

C - student has passing skills

D-F - student is not passing this criteria

N = number of students in this category; % = percentage of the total accounted for by this column (e.g. % of A's in a, b, c)

| <b>Learning Outcome #1: Production</b>  | <b>A</b> | <b>B</b> | <b>C</b> | <b>D-F</b> |
|---|----------|----------|----------|------------|
| a. Students' work shows an understanding of the differences between journalism and other media, namely that the main ingredients of responsible journalism are ethically acquired, verified facts presented clearly to an audience. | 3        | 6        | 1        | 1          |
| b. Students can gather, evaluate, verify and contextualize information in accordance with journalism ethics and competently using reporting techniques, including interviewing, first-person observation and in-depth research.     | 3        | 6        | 1        | 1          |
| c. Students can engage readers/viewers/listeners with clear, accurate and compelling stories produced in various media formats.   | 3        | 6        | 1        | 1          |
| d. Students gain experience reporting on the record stories on and off campus.  | 3        | 6        | 1        | 1          |
|   |          |          |          |            |
| Totals N (%)  | 27%      | 55%      | 9%       | 9%         |

- Description of your results, noting any significant findings from the data or assessment process

The journalism writing courses tend to represent more of a challenge than many theory-based courses because they require students to do original, guided fieldwork (reporting and interviewing). Students are also learning writing styles that differ from what they are used to in academic writing settings. Time management is another factor affecting student outcomes: they have to plan ahead to cover events and conduct interviews in order to meet their deadlines. Finally, in MS 325 Magazine, they workshop and revise drafts.

Overall, students in MS 223 Journalism 1 and MS 325 Magazine, did well. The student who failed MS 325 struggled with mental health issues in the latter weeks of the semester (the professor and the CASA were in ongoing consultation with the student) and was granted an Incomplete. At the beginning of the following semester, the student determined that she would rather not complete the class and the grade converted to an F. Another student who had an incomplete in MS 325 completed the course work before the end of the next semester and earned a B+.

## Journalism Minor Program Learning Outcomes

### Production

Students should be able to engage readers/viewers/listeners with clear, accurate and compelling stories produced in various media formats in accordance with journalism ethics and competently using reporting techniques, including interviewing, first-person observation and in-depth research.

### Theory

Students should understand core journalism theories and be prepared to employ them to navigate the complex relationships among journalists, institutions, corporations and individuals, as well as the economic, technological and societal pressures affecting how journalists do their jobs and how audiences receive and engage with their work.

### History

Students should understand major historical, political and cultural developments in journalism; the ramifications of milestones in journalism history; how changes in technology, markets and audiences have impacted journalism, and how those changes intersect with and influence other institutions.

## Journalism Minor Courses with Course Learning Outcomes

Level 1: Students take one of these three courses (4 units)

### 101 Multimedia Storytelling

The focus of Multimedia Storytelling is three-fold: exploring the philosophies and practices of modern media production and distribution; discovering and nurturing a personal creative voice; and using easily acquired mobile media tools to generate stories across platforms.

**PLOS measured: PRODUCTION, THEORY**



## MS 222 Intro to Video

Students should develop the ability to articulate ideas through the use of images and sound in film/video and should develop an understanding of the language of film. • Students should understand how to operate basic production equipment including video cameras, lighting equipment, sound recording devices and post-production editing software. • Students should understand basic concepts of storytelling, and should understand how to write, plan, direct, shoot and edit short form films and focus on the development of the creative process in the digital video medium, and understand the social impact of storytelling and the power of providing exposure to those not often heard in the media. • Students should understand how to work collaboratively to create media projects that reflect their ability to work together and produce work that is greater than the sum of its parts.

PLO measured **PRODUCTION**

## MS 221 Audio Production

Students will learn the basics of editing and mixing sound in Protools. Students will understand how to record high-quality audio. Students will focus on the elements of storytelling and ways to use ambient sound, interviews, sound effects, and music to tell stories. Students will learn how to structure and script audio stories.

PLO measured **PRODUCTION**

Level 2 MS 223 = 4 units

## 223 Journalism 1 Beginning Reporting

Students will learn the basics of the reporter's craft: how to recognize, organize and write an accurate, fact-based story of concern to a general audience. Students will learn how to develop sources, conduct interviews, deliver on deadline and self-edit using AP style. Students will learn the ground rules of good journalism – trust, respect, fairness and truth – as well as important ethical issues such as plagiarism, libel, privacy, fabrication, bias, spin, inclusion and sensationalism.

PLOs measured **PRODUCTION, THEORY**

Level 3 – Students take two of these upper division courses = 8 units

## 325 Magazine

Learning how complex feature stories are reported and written for magazine formats • Developing and applying critical thinking in reporting and writing • Learning the work of key figures in magazine history and their styles and approaches • Crafting ethically reported stories that make audiences think and care • Developing a distinctive writing voice worthy of a reader's attention.

PLOS measured **PRODUCTION, HISTORY**

## 328 Photojournalism

Students will learn what distinguishes photojournalism from other forms of visual representation, especially the laws and ethics of photojournalistic practice. Students will develop their visual literacy in photojournalism, learning how to analyze the composition, meaning and impact of news photos. Students will learn how to take compelling photos of newsworthy subjects in a variety of conditions, using a smartphone as well as a professional quality DSLR camera. Students will learn and practice the workflow of a professional photojournalist, including how to store, organize, process, edit and share their photos using everyday cloud-based tools and professional software like Adobe Lightroom. Students will learn how to shoot images that tell stories and support reporting in other media, curating their best shots and writing captions and companion copy to contextualize their projects. Students will learn how to draw on photo archives and historical images to tell research-based stories about the past that resonate today.

PLOs measured **PRODUCTION, THEORY, HISTORY**

### 329 Arts Reporting/Reviewing

Through reporting and writing assignments, reading and listening to art and culture writers and critics, students should achieve the following:

- Understanding the spectrum from fan to critic
- Understanding how pop culture writers do their jobs and make a living
- Developing one's own critical expertise in an area of popular culture
- Learning how to write pop culture features, reviews and cultural criticism for audiences
- Learning how to deliver an ethical judgment on an artist's work
- Learning the writer's role in connecting artists and audiences
- Understanding key issues in contemporary cultural commentary
- Understanding critical standards while developing your own standards
- Applying cultural studies theory to writing for a popular audience

PLOs measured **PRODUCTION, THEORY**

### MS 341 Investigative Reporting - new class approved for addition to minor

Upon completion of this class, a student will be able to a. Demonstrate in-depth reporting skills b. Analyze information for investigative news story angles c. Understand how to find and use public records d. Understand and be able to use advanced interviewing techniques e. Develop techniques for overcoming obstacles to reporting f. Learn how to write a complex story in a readable fashion g. Produce an investigative news story.

PLOs measured **PRODUCTION**

### MS 342 Political Reporting - new class approved for addition to minor

Students who successfully complete this class will: Develop a deep understanding of how the local, state, and federal political systems work. Demonstrate the ability to use political data to frame a story. Demonstrate the ability to identify, analyze, and write about political issues and trends.

Demonstrate the ability to identify, interview, and analyze political sources. Demonstrate the ability to write detailed, accurate, and useful stories about national, state, and local politics.

PLOs measured **PRODUCTION, HISTORY**

MS 343 Environmental Reporting – new class approved for addition to minor

When you successfully complete this class, you should:

Understand the basics of environmental issues facing our society, including climate change, environmental racism, and the future of land, air, and water.

Understand the basics of environmental economics and how conflicts between growth, capitalism, and sustainability play out in politics and news media.

Understand how environmental issues impact cities, where most of the world's population now lives.

Understand how to read and report on environmental impact reports, climate reports, and basic scientific documents.

Evaluate and critique existing environmental journalism.

Recognize and report on current environmental issues.

Use data, public records, interviews, and field work to report and write an in-depth and compelling environmental news story.

PLOS measured **PRODUCTION, THEORY**

Level 4 Minor Capstone = 4 units

420 American Journalism Ethics Capstone

- Understanding the methods and philosophies essential to ethical journalism.
- Learning the history, ramifications and applications of the First Amendment in American journalism
- Developing ethical standards and techniques for dealing with the kinds of challenges a journalist may face in a rapidly evolving media landscape
- Figuring out how to do fair, accurate, compassionate and effective journalism in a world where “truth” is as slippery and journalists are under fire from all sides.

PLOS measured **THEORY, HISTORY, PRODUCTION**

Total units for minor = 20