

ASSESSMENT REPORT (REGULAR TEMPLATE)

**NAME OF YOUR PROGRAM/DEPARTMENT/MAJOR OR MINOR/CERTIFICATE
<INSERT HERE>**

ACADEMIC YEAR 2019 - 2020

REPORT DUE DATE: December 4, 2020

This is our regular assessment template.

Given the unusual circumstances of the 2019-2020 academic year, each program/department/major/minor/certificate has two options of assessment:

(a) Usual assessment report based on this template OR

(b) Alternative assessment reflections on distance learning pivot based on the alternative attached template

Every program/department/major/minor/certificate can choose ONE of the two alternative reports to submit

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- **Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.**
 - **Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections**
 - **Undergraduate, Graduate and Certificate Programs must submit separate reports**
 - **It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices**
 - **Curriculum Map should be submitted along with Assessment Report**

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – schakraborty2@usfca.edu

Academic Effectiveness Annual Assessment Resource Page:

<https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment>

Email to submit the report: assessment_cas@usfca.edu

Important: Please write the name of your program or department in the subject line.

**For example: FineArts_Major (if you decide to submit a separate report for major and minor);
FineArts_Aggregate (when submitting an aggregate report)**

I. LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Teresa Moore, Journalism Minor director
mooret@usfca.edu

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Assessment report for the Journalism Minor. As of Fall 2020, there were 33 minors.

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map since October 2019?

Yes. We have added the History PLO to MS 223 and the Production PLO to MS 420.

Production Foundations (8 units):

Multimedia Storytelling OR Video Production OR Audio Production (4 units)

PLO Production

Journalism I (4 units) PLOs Production, Theory, History

Upper Division Production Electives (8 units)

Magazine PLOs Production, Theory

Arts Reporting and Reviews PLO Production, Theory

Investigative Reporting (new class being submitted to Curriculum Committee) PLOs
Production, Theory, History

Photojournalism PLO Production, Theory

Documentary Production PLO Production

Capstone (4 units)

MS 420 American Journalism Ethics senior seminar

PLOs Theory, History, Production

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

No changes to the mission statement since last assessment report.

Mission Statement (Minor):

Journalism Minor Mission Statement

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.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state “Yes” or “No.” Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

PLOs (Minor):

Production:

- Students' work shows an understanding of the differences between journalism and other media, namely that the main ingredients of responsible journalism are verified facts presented clearly to an audience.
- Students can gather, evaluate, verify and contextualize information from a variety of sources – direct observation, interviews and secondary sources and documents.
- Students are able to convey information in a fair, accurate and engaging manner, regardless of medium.
- Students gain experience reporting on the record stories on and off campus.
- Students can fairly and accurately report the perspectives and experiences of sources like and unlike themselves.

Theory

- Students should be able to distinguish the differences in standards, practices and ethics between journalism and other types of media that may be mistaken for journalism.
- Students should understand the responsibilities of journalists in a just society.
- Students should develop an ethical foundation for dealing with the challenges journalists face in a rapidly changing media landscape.
- Students should understand the complex relationships among journalists, institutions, corporations and individuals and the economic, technologic and societal pressures affecting how journalists do their jobs.

History

- Students should understand major developments in journalism, e.g. the First Amendment, the evolution of investigative reporting, the penny press, integration of newsrooms, contributions of women, people of color and LGBTQ journalists, the digital revolution, attacks on journalists and facts.
- Students should learn about high (e.g. Ida B. Wells Barnett, Watergate, Randy Shilts) and low (e.g. ignoring or misrepresenting important stories, fabrication scandals) milestones in journalism history and their societal impacts.

- Students should understand the history, ramifications and applications of the First Amendment as they apply to journalists and everyone else.

4. State the particular Program Learning Outcome(s) you assessed for the academic year 2019-2020.

PLO(s) being assessed (Minor): History

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, “the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions.”

Important Note – WSCUC advises us to use “direct methods” which relate to a direct evaluation of a student work product. “Indirect methods” like exit interviews or student surveys can be used only as additional complements to a direct method.

For any program with fewer than 10 students: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that every 3 years, we would expect you to have enough data to conduct a meaningful analysis.

Important: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

Methodology used (Minor): We adopted the rubric the Media Studies Department uses for course assessment. The History PLO is specific to the Journalism minor, but the method of assessment --- overall course evaluation based on papers, exams, projects and class participation – is modeled after the department’s method.

Journalism Minor Learning Outcome: History
Assessment completed by Teresa Moore
Course: MS 223 Journalism 1 Fall 2019

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 criterion 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
- F – student is not passing this criterion

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: History	A	B	C	D-F
Students should understand major developments in journalism, e.g. the First Amendment, the evolution of investigative reporting, the penny press, integration of newsrooms, contributions of women, people of color and LGBTQ journalists, the digital revolution, attacks on journalists and facts.	4	4	4	2
Students should learn about high (e.g. Ida B. Wells Barnett, Watergate, Randy Shilts) and low (e.g. ignoring or misrepresenting important stories, fabrication scandals) milestones in journalism history and their societal impacts.	4	4	4	2
Students should understand the history, ramifications and applications of the First Amendment as they apply to journalists and everyone else.	4	4	4	2
Totals N (%)	29	29	29	14

Learning Outcome: History
Assessment completed by Tim Redmond
Course: American Journalism Ethics, Fall 2019

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 criterion 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
- F – student is not passing this criterion

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: History	A	B	C	D-F
Students should understand major developments in journalism, e.g. the First Amendment, the evolution of investigative reporting, the penny press, integration of newsrooms, contributions of women, people of color and LGBTQ journalists, the digital revolution, attacks on journalists and facts.	8	3		
Students should learn about high (e.g. Ida B. Wells Barnett, Watergate, Randy Shilts) and low (e.g. ignoring or misrepresenting important stories, fabrication scandals) milestones in journalism history and their societal impacts.	8	3		
Students should understand the history, ramifications and applications of the First Amendment as they apply to journalists and everyone else.	8	3		
Totals N (%)	72 %	28 %		

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

- how well students mastered the outcome at the level they were intended to,**
- any trends noticed over the past few assessment cycles, and**
- the levels at which students mastered the outcome based on the rubric used.**

To address this, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

Results (Minor):

You can see the results in the tables included in the previous section. The minor PLOs were new as of Fall 2019 and this is the first time we have assessed the new History PLO.

I think it would have been easier to get a sense of the specific achievement of this PLO if we had based the assessment on a specific assignment or exam, instead of assessing on the basis of the entire course grade. Having said that, because journalism history is woven throughout both of these courses, the final course grade is a reasonable data point to consider.

The two MS 223 students who failed to achieve course credit (D-F) were exceptional cases: one was an international ESL student who struggled in a writing intensive class, while the other student started strong but fell behind as he struggled with extracurricular problems (housing, employment). Among the other students, there were those who excelled across the board and others who did well on exams but had a harder time on the reporting assignments. The class is a production foundation option for Media Studies majors, as well as a requirement for Journalism minors. Six of the 14 students in the class continued on as journalism minors.

V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Loop (Minor):

As I noted above, I don't think the problem is student mastery of the History PLO as much as it is a problem of how we assessed the PLO. In MS 223, a production foundation course for the minor, the primary place where history attainment can be assessed is through exams, while in MS 420, the capstone for the minor, history can be assessed through exams, through short papers, through seminar discussions and through the thesis project.

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2018-2019, submitted in October 2019)? How did you incorporate or address the suggestion(s) in this report?

Last year we were building the program assessment – I'd inherited the minor from a retired predecessor who hadn't done much assessment. Probably the most helpful feedback has been the workshops for new chairs and minor and program directors.

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures could be included here)

Those have been already been included in response to the relevant questions.