

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>Journalism BA/BS</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The BA/BS in journalism program will provide students with the fundamentals of truth, accuracy, critical thinking, and ethics, while preparing students for careers in print, broadcast, online media, or other fields that require problem-solving, writing and communication skills.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty's broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p>Journalism graduates will demonstrate an advanced knowledge of journalism principles and the development of effective communication skills using print, broadcast, and online media, and emerging technology.</p>
	<p>Goal 2:</p> <p>Journalism graduates will demonstrate competence in practicing journalism by having practical, hands-on experience and familiarity with basic publication and production processes and technologies.</p>
	<p>Goal 3:</p> <p>Journalism graduates will demonstrate a comprehensive understanding of the role of journalism in contemporary society, the evolution of media and their social implications, principles of media theory and management, and legal and ethical issues.</p>
	<p>Goal 4:</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected. Faculty will collect the data from their courses and provide a copy to the department Assessment Committee Chair
		Timeline: Indicate when the data will be collected. Faculty will collect the data at the end of each semester and then all data will be collectively compiled and presented to the department Assessment Committee Chair in May.
	Data Analysis	Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved. The Journalism Review Committee Chair (appointed by the department chair) will organize and provide an initial analysis of the data to determine the extent to which the benchmarks for the tested learning objectives were achieved. The Journalism Review Committee will assist the chair for this analysis. The JRC Chair will then send the data to the department Assessment Committee Chair.
		Timeline: Indicate when the data will be analyzed. The data will be analyzed by June 1.
	Data Dissemination	Who & How: Indicate who will share data with relevant faculty and how data will be shared. The department Assessment Committee Chair sends the results to the department chair. The department chair distributes the results to the faculty and will charge appropriate department committees to discuss possible curricular and/or pedagogical changes.
		Timeline: Indicate when the data will be shared. The data will be shared at the first department meeting in the fall semester.
	Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority The department Assessment Committee Chair collates faculty and committee responses and considers them at a subsequent meeting. Changes recommended by the department Assessment Committee Chair based on the above responses will be forwarded to the faculty for approval and implementation.
		Timeline: Indicate when the data and faculty feedback will be shared. The data and faculty feedback will be shared by November 15.
	Reassessment/Evaluation	How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here. The impact of these changes will be assessed in the first semester following the implementation of these changes. The data related to these changes will then be disseminated and analyzed according to the procedure outlined above.
		Timeline: Indicate when the data will be collected following these changes. Following year when the data has been collected and analyzed.

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Journalism graduates will demonstrate accuracy in reporting, scope in diversity of work, impact in presenting material of interest to the community, and superior quality in demonstrating journalistic principles.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. Journalism Major Portfolio — material for this portfolio comes from work the student has completed in major (print, broadcast and online journalism) courses and from the journalism internship course
	Assessment Method	Explain how the quality of the above activity will be assessed. Journalism Portfolio Rubric
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment and benchmarks have not been established
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students who have completed their junior year <u>and</u> who have completed JOUR Internship 3321
	Frequency	State when AND how frequently the above activity will be assessed. Every spring and fall
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data do not exist
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Chair of the Journalism Review Committee. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Journalism graduates will demonstrate skills in basic publication and production processes and technologies specific to their major — print, broadcast and online journalism.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A “SLO” may address a single goal or multiple goals. Goal 2
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. Internship portfolio
	Assessment Method	Explain how the quality of the above activity will be assessed. Internship Portfolio Rubric and Internship Employer Evaluation
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment and benchmarks have not been established
	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students who have completed JOUR Internship 3321
	Frequency	State when AND how frequently the above activity will be assessed. Every semester
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data do not exist
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet ... The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Chair of the Journalism Review Committee. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome	A Student Learning Outcome is a specific and measurable indicator of student progress toward a program goal(s). Journalism graduates will demonstrate an understanding of how journalism and changes in media technology affect how society gathers and understands news, the principles of media theory and management, and the legal and ethical issues journalists encounter.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 3
	Assessment Activity/Artifact/ Output	State the activity that will be directly assessed for the above Student Learning Outcome. Pre-test in MCOM 1300 Media and Society <u>and</u> post-test MCOM 3301 Media Law and Ethics
	Assessment Method	Explain how the quality of the above activity will be assessed. The mean scores will be compared for measuring comprehensive understanding of the role of journalism.
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. This is a new assessment and benchmarks have not been established
Academic Course of Assessment	Academic Course of Assessment	State who will be assessed using the above activity AND in which academic course the assessment will occur. Students in MCOM 1300 Media and Society <u>and</u> MCOM 3301 Media Law and Ethics
	Frequency	State when AND how frequently the above activity will be assessed. Fall and spring semesters
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data do not exist
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Chair of the Journalism Review Committee Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>

Closing the Loop	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____	
	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.	
	Acknowledgement	Provide signature of Department Chair acknowledging above results.	Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results.	Date

Table 3
Description of Evaluation Criteria
Departmental Portfolio

Criteria and Indicators			
Accuracy <i>Is the material presented in this portfolio an accurate representation of the student's journalistic work, in the category, during an extended period of time?</i>	Quality <i>Does the material presented in this portfolio demonstrate superior quality of work, in the category, during an extended period of time?</i>	Scope <i>Does the material presented in this portfolio demonstrate a wide range of quality work, in the category, during an extended period of time?</i>	Impact <i>Does the material presented in this portfolio document the impact of this student's journalistic work, in the category, during an extended period of time?</i>
<ul style="list-style-type: none"> • Are the samples of writing, production photography, and Web works mechanically correct relating to grammar, spelling, punctuations, syntax, and journalistic style? • Are the samples of work correct and clear in forms and styles appropriate to the general reader as audience? • Did the samples of work adhere to the ethical guidelines of the Society of Professional Journalists? • Are broadcast samples technically correct relating to shot composition, video and audio quality, framing, and editing? • Are samples of photographic work correct relating to shot composition, cropping, and editing? • Are samples of page and Web design work correct relating to typographic rules, use of photos and graphics, and overall appearance? • Is the information contained within the work accurate? 	<ul style="list-style-type: none"> • Do the samples of work adhere to professional journalistic standards of objectivity, fairness, and balance? • Do the samples of work display student's critical, creative, and independent thinking? • Are the samples of work at a high enough quality to be run in professional print, broadcast, or online media? • Are the samples of work included in the portfolio complete? • Are all obvious questions answered for readers or viewers? • Do the samples of work present information in a logical and coherent sequence so that readers or viewers can easily follow and understand the story? • Do the samples provide sufficient depth so that readers or viewers have a complete understanding of the subjects? • Does the student exhibit a professional level of speech delivery and dress in video performance samples? 	<ul style="list-style-type: none"> • Do the samples of work represent a variety of areas of coverage (such as, news, features, and sports) and a variety of topics within those areas? • Are the samples of work presented in a tone that is appropriate for each subject? 	<ul style="list-style-type: none"> • Are samples of work presented in a manner that is appropriate for their intended audience? • Are samples of work presented in a compelling manner that would encourage members of the serving community or the public to read and watch it in its entirety? • Are the samples of work significant enough to warrant inclusion in a professional venue?

Table 3B
Sample Evaluation Form
Departmental Portfolio
(1=Unsatisfactory, 2=Satisfactory, 3=Excellent)

Category	Artifacts	Criteria			
		Accuracy	Quality	Scope	Impact
<i>Skilled and creative use of media content</i> (writing, production, photography, Web, etc.)	Artifact 1				
	Artifact 2				
	Artifact 3				
	Artifact 4				
	Artifact 5				
<i>Inquiring mind & investigative persistence</i> (in-depth studies of issues important to the local audience, students, community, or society)	Artifact 1				
	Artifact 2				
	Artifact 3				
	Artifact 4				
	Artifact 5				
<i>Courageous and responsible handling of sensitive issues</i> (local, community, or societal – despite threat or imposition of censorship)	Artifact 1				
	Artifact 2				
	Artifact 3				
	Artifact 4				
	Artifact 5				
<i>Variety of journalistic experiences</i> (newspaper, yearbook, broadcast, photography, Web design, other design work, community and other outside-of-school journalistic work, etc.)	Artifact 1				
	Artifact 2				
	Artifact 3				
	Artifact 4				
	Artifact 5				

Table 4
Description of Evaluation Criteria
Internship Portfolio

Criteria and Indicators			
<p>Communication <i>Is the material presented in this portfolio an accurate representation of the student's oral and written communication skills in the category, during an extended period of time?</i></p>	<p>Breadth and depth of experience <i>Does the material presented in this portfolio demonstrate superior quality of work, extended quantity of work in the category, during an extended period of time?</i></p>	<p>Value of experience for the employer — overall satisfaction and achievements of intern <i>Does the material presented in this portfolio demonstrate a wide range of quality and quantity of work from the intern for the employer in the category, during an extended period of time?</i></p>	<p>Value of experience for the student — overall satisfaction and achievements of intern <i>Does the material presented in this portfolio document the impact of this student's journalistic work for the employer, in the category, during an extended period of time?</i></p>
<ul style="list-style-type: none"> • Are the samples of writing, production, photography, and Web works mechanically correct relating to grammar, spelling, punctuations, syntax, and journalistic style? • Are the samples of work correct and clear in forms and styles appropriate to the general reader as audience? • Did the samples of work communicate the message effectively? • Is the information contained within the work accurate? 	<ul style="list-style-type: none"> • Do the samples of work adhere to professional journalistic standards of objectivity, fairness, and balance? • Do the samples of work display student's critical, creative, and independent thinking? • Are the samples of work included in the portfolio complete? • Are the samples of work at a high enough quality to be run in professional print, broadcast, or online media? • Are all obvious questions answered for readers or viewers? 	<ul style="list-style-type: none"> • Do the samples of work represent a variety of areas of coverage (such as, news, features, and sports) and a variety of topics within those areas? • Are the samples of work presented in a tone that is appropriate for each subject • Do the samples of work present information in a logical and coherent sequence so that readers or viewers can easily follow and understand the story? 	<ul style="list-style-type: none"> • Are samples of work presented in a manner that is appropriate for their intended audience? • Are samples of work presented in a compelling manner that would encourage members of the serving community or the public to read and watch it in its entirety? • Are the samples of work significant enough to warrant inclusion in a professional venue? • Do the samples provide sufficient depth so that readers or viewers have a complete understanding of the subjects? • Does the student exhibit a professional level of speech delivery and dress in video performance samples?

Table 4B
Sample Evaluation Form
Internship Portfolio
(1=Unsatisfactory, 2=Satisfactory, 3=Excellent)

Category	Artifacts	Criteria			
		<i>Communication Skills</i>	<i>Breadth and depth of experience</i>	<i>Value of experience for the employer</i>	<i>Value of experience for the student</i>
<i>Skilled and creative use of language and media content</i> (reporting, writing, editing, production, photography, broadcast, Web, etc.)	Artifact 1				
	Artifact 2				
	Artifact 3				
	Artifact 4				
	Artifact 5				
<i>Courageous and responsible handling of sensitive issues</i> (local, community, or societal – despite threat or imposition of censorship; objective and fair reporting)	Artifact 1				
	Artifact 2				
	Artifact 3				
	Artifact 4				
	Artifact 5				
<i>Inquiring mind & investigative persistence</i> (in-depth studies of issues important to the local audience or community; significant depth of reporting)	Artifact 1				
	Artifact 2				
	Artifact 3				
	Artifact 4				
	Artifact 5				
<i>Variety of journalistic experiences</i> (newspaper, yearbook, broadcast, photography, Web design, other design work, community and other outside-of-school journalistic work, etc.)	Artifact 1				
	Artifact 2				
	Artifact 3				
	Artifact 4				
	Artifact 5				

MASS COMMUNICATION INTERNSHIP

Mass Communication and Theatre Department
UNIVERSITY OF CENTRAL ARKANSAS
Conway, Arkansas 72035-0001
(501) 450-3162 Fax (501) 852-2375

EMPLOYER'S POSITION DESCRIPTION FORM

Please complete and return to Dr. P. Walter, RM 221 SRH, MCOM Department

STUDENT'S NAME: _____

Company Name _____
Mailing Address _____

Worksite Location (if different)

Supervisor's Name _____
Title _____

Phone _____
Fax _____
E-Mail _____

Semester Available: Fall ___ Spring ___ Summer ___

SPECIFIC DUITES OF INTERN (please provide details): _____

SPECIFIC LEARNING EXPERIENCES THE INTERN WILL RECEIVE (please provide details): _____

HOURS PER WEEK: _____ (120 hrs total required)

COMPENSATION (if any): _____

COURSE BACKGROUND OR SKILLS NEEDED (please be specific): _____

PERSONAL CHARACTERISTICS: _____

This portion of the form to be completed by employer after interview if student is accepted as an intern.
Return form to the Department address at the top of the form

Worksite Supervisor's Name: _____ Phone: _____

Worksite Supervisor's Signature: _____