**Student Learning Assessment Program**

## Response to Summary Form

**Undergraduate Program 2017**

Department: Journalism

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| **Category** | **Level[[1]](#footnote-1)\*** | Comments |
| Learning Objectives | Level 3, B.A. Journalism; Journalism minor | These objectives adopted from the ACEJMC are programmatic, specific, and measurable. You have also adopted four of the undergraduate learning goals: writing effectively, responsible citizenship, quantitative reasoning, and critical thinking. Since you do prepare broadcast journalists, I am assuming that “communication” applies to speaking and writing. Is this a fair assumption? |
| **How, Where, and When Assessed** | Level 3, B.A. Journalism; Journalism minor | You have a very intricate plan with direct and indirect measures for each objective. Cutting back assessment to the core courses makes perfect sense in the current climate, and is something that many majors have been doing all along. You mention issues with students doing internships. Could you use the internship evaluation and make it more of an evaluation of work students do on campus with The DEN, The Warbler, and WEIU? The work you did this summer in your informal meeting discussing your measures and what was feasible to do as well as the instruments and whether they still match the curriculum is exactly what should happen every few years, and you appear to be on the right track with the changes you are considering. I have every confidence that the faculty in this department will continue to find ways to assess student learning and use the information to improve their students’ education. |
| **Expectations** | Level 3, B.A. Journalism; Journalism minor | Expectations are clear, specific, and match the measures outlined in column 2. Adjusting your expectations to match the reality of your students’ achievement is fine and that’s why we do assessment. Setting the bar above what students can reach is unrealistic. You might look at setting baseline expectations and then what you want to teach over the course of your curriculum given where students are when they come to EIU. That would allow you to show growth and take into account having to do some remediation . |
| **Results** | Level 3, B.A. Journalism; Journalism minor | Results are collected and used as evidenced by one example of discussing how to improve students’ use of quotes in their news stories. The department is clearly answering requirements by its accrediting association and making curricular changes in light of that and assessment data. Several majors have gone from requiring algebra and calculus to MAT 2250G for their students. You might consider this course, Elementary Statistics, as a general education requirement or suggestion for your majors. |
| **How Results Will be Used** | Level 3, B.A. Journalism; Journalism minor | Feedback loop is in place; data are shared regularly with the faculty and discussions are taking place. I am sympathetic to the stresses caused by the budget impasse and the work that was not completed because of reductions in faculty numbers or courses that did not make; I have similar caveats in my own annual report. Your goal to make the assessment process as simple for the faculty as possible is one that I also support; the more the data is integrated in what the faculty do to assess students in the classroom, the better. |

Assessment should be on-going, but your next report will be due **June 15, 2019**.

1. \* Levels should not be interpreted as grades or scores; they are stages of implementation based on patterns of characteristics described by North Central Association. These levels are approximations based on the information provided in the summaries. Please refer to the checklist for the Primary Traits listed for each level on the assessment web site at [www.eiu.edu/~assess](http://www.eiu.edu/~assess). [↑](#footnote-ref-1)