

**Marquette University
Learning Assessment Plan**

Journalism

Program: Journalism

Degree: B.A.

Date Submitted: May 5, 2006

Program Learning Outcomes Students will be able to:	Performance Indicators	Measures	Use of the Information
<p>1. Develop an understanding of the formal body of research-based knowledge in social science, which relates to the fields of journalism and mass communication</p>	<p>a. understanding of the major theoretical perspectives on the role, effects, and audience uses of journalism and mass communication in society b. ability to apply relevant theories to social, policy, and professional concerns in journalism and mass communication c. ability to use systematically gathered data to assess theories and their application</p>	<p>Term papers assigned in COMM 160, 162, 164 166 and/or 167 will serve as the measure of the “social science” learning outcome. All JOUR majors are required to complete at least one of the above courses.</p> <p>Journalism majors will be asked to analyze a specific, course-related issue using theoretical perspectives and systematically generated data.</p>	<p>Final papers from COMM 160, 162, 164, 166 and 167 will be collected by the instructors, graded for purposes of course evaluation, and then turned over to the JOUR Chair for subsequent use in assessing the “social science” learning outcome of the JOUR curriculum.</p> <p>A sample of these papers will be drawn and reviewed by a group of 3 JOUR and/or mass communication faculty with appropriate background in social science. A rubric will be developed.</p>
<p>2. Understand the legal principles of their profession</p>	<p>a. knowledge of legal protections for journalists as found in the First Amendment and Freedom of Information laws b. understanding of libel and its defenses c. awareness of the legal system and its procedures as involved in the practice of journalism d. perspective on the past and current rationales for government regulation in the area of journalism</p>	<p>Essay question(s) included in the COMM 165 final examination will focus on gathering evidence related to the performance indicators.</p> <p>Journalism majors will be asked to respond to a journalism-related circumstance and thereby demonstrate their understanding/awareness of the legal principles that impact the field.</p>	<p>Student responses to the essay question(s) will be collected by the instructor, graded for purposes of COMM 165 evaluation, and then turned over to the JOUR Chair for subsequent use in assessing the “legal” learning outcome of the JOUR curriculum.</p> <p>To begin, a sample of these responses will be drawn annually and evaluated by a group of 3 JOUR faculty. After adequate pretesting of the rubric, etc., the assessment of this learning</p>

			outcome will be done by working journalists.
3. Critically evaluate the historical role and effects of journalism in society in light of their formal knowledge and ethical principles	<ul style="list-style-type: none"> a. appropriate use of research resources b. knowledge of the professional criteria for ethical journalism c. knowledge of the professional standards for news and editorial content d. impact of news coverage on society in political, social and economic areas e. critical awareness of shortcomings and achievements in examined content from an ethical perspective f. understanding of historical consequences flowing from news coverage or changes in news media 	<p>Term paper from JOUR 163, History of American News Media, will serve as the measure of this learning outcome.</p> <p>The paper itself will provide analysis on one of the following: (1) coverage of a specific historic moment or event; (2) the role of a particular newspaper, magazine, or electronic medium in a short time span or over several decades; (3) an individual who played a major role in the development of news; or (4) a comparison of news media in a defined period of time.</p>	<p>Term papers will be collected by the instructor, graded for purposes of JOUR 163 evaluation, and then turned over to the JOUR Chair for subsequent use in assessing the “historical and ethical” learning outcome of the JOUR curriculum. A sample of the work from 10-12 of the graduating seniors (typically 30-36 students) will be assessed via a rubric developed for the performance indicators listed.</p> <p>At the outset, a group of three JOUR faculty (not teaching either JOUR 163) will serve as reviewers; once the performance indicators and rubric have been adequately developed, materials will be reviewed by working journalists.</p>
4. Produce news and information in a form appropriate to the medium and the audience	<p>Writing samples will demonstrate:</p> <ul style="list-style-type: none"> a. appropriate use of sources for background and context b. interviewing of sources with different, even contrary, views c. alertness and sensitivity to significant words, phrases, gestures, and other details d. verification of information via other sources e. application of news judgment to the array of available information f. story style appropriate to content and news value g. balance and fairness in story h. definition of audience i. structure and form appropriate to medium j. creative approach to appeal to a defined audience or set of readers 	<p>The final project and one other paper from students finishing either JOUR 111 or JOUR 175 will serve as the measures for this learning outcome.</p> <p>A sample of the work from 10-12 of the graduating seniors (typically 30-36 students) will be assessed via a rubric developed for the performance indicators listed.</p> <p>At the outset, a group of three JOUR faculty (not teaching either JOUR 111 or JOUR 175) will serve as reviewers; once the performance indicators and rubric have been tested and further refined, materials will be assessed by journalists working in the area.</p>	<p>Instructors will collect these materials in either electronic form or hard copy at the end of the course and turn them over to the JOUR Chair until needed for assessment purposes. (Hopefully, we can develop an electronic file system for the collection and retention process.)</p>

<p>5. Apply formal knowledge, ethical principles, and professional skills in service to the community</p>	<p>Reports of seniors and alumni regarding:</p> <ul style="list-style-type: none"> a. # of internships and part-time journalism positions held while at Marquette b. level of involvement with co-curricular journalism activities while at MU c. record of involvement with community/service activities while at MU d. leadership positions at MU in co-curricular, professional and community organizations e. job history in 5-year period after graduation from MU; f. memberships in professional/community organizations after MU g. service/community involvement after MU h. leadership positions in professional and community organizations after MU; i. awards for professional and community work after MU 	<p>Beginning in Spring, 2008, the senior class and students who graduated five years prior will be surveyed every three years via e-mail questionnaire</p> <p>Instrument will be developed and refined over time.</p>	<p>Surveys will be conducted under the direction of the Journalism Chair; results to be reviewed by JOUR faculty with recommendations for curricular change as indicated.</p>
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