

Educational Program Learning Outcome Assessment Plan B.A. in Journalism

These are Learner Outcomes identified for the **current** year.

<p style="text-align: center;">Learning Outcome</p> <p style="text-align: center;"><i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p style="text-align: center;">Data Collection and Analysis</p> <p style="text-align: center;"><i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p style="text-align: center;">Results of Evaluation</p> <p style="text-align: center;"><i>What were the findings of the Analysis Team? List any specific recommendations.</i></p>	<p style="text-align: center;">Use of Evaluation Results</p> <p style="text-align: center;"><i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Demonstrate mastery of researching, interviewing, writing, publishing the news story.</p>	<ol style="list-style-type: none"> 1. Review of <i>Delta Statement</i>, the student newspaper, by Publications Analysis Team. The <i>Associated Press Stylebook</i> is used to measure professional usage and legal performance. Ethical standards are measured using the “Statement of Principles” - American Society of Newspaper Editors (Appendix O) 2. Student portfolios. Faculty maintain folders of unpublished work to measure progress for each journalism student enrolled in writing courses, and encourage students to submit best articles for regional and national publication. Only the best published work is added to the professional portfolio. 3. Employer evaluations of interns (Appendix P) 	<ol style="list-style-type: none"> 1. Recommended closer adherence to Associated Press style. 2. Student portfolios to contain a variety of stories – editorial , news, and feature. 3. Strong employer evaluations of interns. All student interns working for 	<ol style="list-style-type: none"> 1. Associated Press style integrated more fully into curriculum. Copy editing positions were established on <i>The Delta Statement</i>. Journalism faculty increased emphasis on adherence to AP style in all writing and editing courses. All journalism students are required to own AP stylebook. 2. Changes made in portfolio requirements. (Graduating seniors are required to assemble a professional portfolio of published work to be used in seeking employment. 3. Several students employed for the summer full-time at local newspapers, as well as in public relations positions. The scope of available

		regional employers during the 05-06 academic year received very favorable employer evaluations.	opportunities for student internships is considerably enhanced through formation of a journalism advisory board comprised of professionals from the region.
Demonstrate mastery of basic technical processes necessary for journalism.	Performance with technology evaluated by Assessment Team. Journalism students demonstrate technical abilities in weekly production of <i>The Delta Statement</i> . In addition, journalism faculty score and evaluate technical proficiency in writing, editing, layout and photography courses.	Upgrade in available technology support recommended in 04-05, was facilitated through allocation of a permanent space within the Student Union and clarification of funding availability from the existing Wayne Thompson Journalism Fund	Wayne Thompson Journalism Laboratory was designed, built, and occupied in March 06. Completion of an adjacent Smart Classroom is pending in Fall 07.
Explain the relationship between the media and the law and understand the ethical responsibilities of journalists.	Essays in required Media & Law political science course included in portfolio. Journalism faculty score and evaluate mastery of legal and ethical aspects in writing and editing courses.	Attendance at off-campus seminars on journalism ethics and legal issues recommended. Current knowledge of the most recent legal and ethical issues is essential to all editors of campus newspapers.	An increased emphasis on professional networking has been implemented through active participation in workshops and conferences hosted by national and state organizations, including the Associated Collegiate Press, College Media Advisors and the Student Law Press Association, the Mississippi Scholastic Press Association and the Mississippi State Press Association. <i>The Statement</i> advisor and editors attended workshops in Washington D.C., New York City, and Los

			Angeles as well as state journalism events in Oxford and Jackson
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APPENDIX O

ASNE Statement of Principles

ASNE's Statement of Principles was originally adopted in 1922 as the "Canons of Journalism." The document was revised and renamed "Statement of Principles" in 1975.

Preamble

The First Amendment, protecting freedom of expression from abridgment by any law, guarantees to the people through their political constitutional right, and thereby places on newspaper people a particular responsibility.

Thus journalism demands of its practitioners not only industry and knowledge but also the pursuit of a standard of integrity and a journalist's singular obligation. To this end the American Society of Newspaper Editors sets forth this Statement of Principles and encourages the highest ethical and professional performance.

Article I - Responsibility.

The primary purpose of gathering and distributing news and opinion is to serve the general welfare by informing the people and enabling them to make judgments on the issues of the time. Newspapermen and women who abuse the power of their professional role for selfish motives or unworthy purposes are faithless to the trust. The American press was made free not just to inform or just to serve as a forum for debate but also to bring an independent check on the forces of power in the society, including the conduct of official power at all levels of government.

Article II - Freedom of the Press.

Freedom of the press belongs to the people. It must be defended against encroachment or assault from any quarter, public or private. The press must be constantly alert to see that the public's business is conducted in public. They must be vigilant against all who would exploit the press for selfish purposes.

Article III - Independence

Journalists must avoid impropriety and the appearance of impropriety as well as any conflict of interest or the appearance of conflict. They neither accept anything nor pursue any activity that might compromise or seem to compromise their integrity.

Article IV - Truth and Accuracy

Good faith with the reader is the foundation of good journalism. Every effort must be made to assure that the news content is accurate, unbiased and in context, and that all sides are presented fairly. Editorials, analytical articles and commentary should be held to the same standard of accuracy with respect to facts as news reports. Significant errors of fact, as well as errors of omission, should be corrected promptly and prominently.

Article V - Impartiality.

To be impartial does not require the press to be unquestioning or to refrain from editorial expression. Sound practice, however, demands a clear distinction for the reader between news reports and editorials and that contain opinion or personal interpretation should be clearly identified.

Article VI - Fair Play.

Journalists should respect the rights of people involved in the news, observe the common standards of decency and stand accountable to the public for the fairness and accuracy of their news reports. Those who are publicly accused should be given the earliest opportunity to respond. Pledges of confidentiality to news sources must be honored and therefore should not be given lightly. Unless there is clear and pressing need to maintain confidences, sources of information should be identified.

These principles are intended to preserve, protect and strengthen the bond of trust and respect between American journalists and the people, a bond that is essential to sustain the grant of freedom entrusted to both by the nation's founders.

APPENDIX P

REQUIREMENTS FOR JOU 493: INTERNSHIP

These steps are followed after the student has personally arranged for the internship.

1. The student will list goals, objectives, and learning outcomes that he/she expects to achieve by the end of the internship.
2. A contract of expectations must be signed by the student, intern advisor, and the employer before the start of the internship.
3. The student will keep a daily journal of activities, meetings, and events in which he/she participated. The journal may be hand-written but must be legible. The student is expected to record both positive and negative experiences.
4. The student will maintain weekly contact with the intern advisor.
5. At the conclusion of the internship, the student will write a report of at least 1000 words discussing the experience. The student should discuss to what extent the goals have been satisfied. All learning experiences need to be included. The paper must be typed and double spaced.
6. The student will have an exit interview with the intern advisor and the department chairperson. At this meeting the student will be presented with an overview of the employer's comment about the student's performance. Any

questions concerning the term paper, journal, or the internship will be asked at this time.

The student's grade will be based on the student's performance in the internship; the employer's comments, the journal, and the term paper.

The internship is a learning experience. However, the student is expected to always display a professional attitude: be on time, cheerfully complete all assigned tasks, and always act responsibly.

SEMESTER Spring 2006

EMPLOYMENT PERIOD: Date Commencing January 16, 2006

Date Terminating May 28, 2006

STUDENT'S AGREEMENT

I understand as an intern participating in Delta State's Written Communication program, I assume the following responsibilities:

1. To treat the client's affairs as strictly confidential.
2. To complete a daily journal and a final report in accordance with university instructions.
3. To report to my advisor weekly and to participate in the exit interview held at the end of the internship period by the faculty advisor.
4. To carry out assigned duties to the best of my ability, to take the job seriously, and to accept the opportunity to learn.
5. To abide by the employer's daily work and holiday schedules.
6. To maintain a professional attitude at all times.

I understand that I participate in the internship program as long as I meet the requirements of my employer.

Date 1/13/06 Signature _____

EMPLOYER'S AGREEMENT

I understand as an employer participating in Delta State's Written Communication Program, I assume the following responsibilities:

1. To see that the student gets a clear understanding of work rules and standards of professional conduct.
2. To provide the intern with varied assignments and to give adequate supervision.
3. To evaluate the student's work and discuss results with him or her.
4. To allow university supervision in the form of visits (1 to 3 per internship period) from a member of the Written Communication Faculty.
5. At the end of the internship period, to furnish an evaluation to the school (a form will be provided by the University).

Date 1/13/06 Firm _____ By _____

Address _____ Title PUBLISHER

Tel. No. _____

UNIVERSITY AGREEMENT

As a representative of Written Communication at Delta State, I recognize that our Department assumes the following responsibilities:

1. To provide supervision to each intern at the place of employment.
2. To provide students adequately prepared to handle work assigned.
3. To maintain contacts with the employer and to help resolve any problems which may arise.
4. To evaluate the student's journals, reports, interview, and the employer's evaluation to determine a grade for three-to-six hours credit.

DELTA STATE UNIVERSITY

Date 01/09/06

By _____
Representing Written
Communications

(student's and employer's identifying information redacted)

JOURNALISM INTERNSHIP PROGRAM
 RATING SCALE FOR JOURNALISM INTERNSHIP
 JOU 493

NAME _____

COOPERATING FIRM _____

DATE OF ENGAGEMENT: FROM 1/16/06 TO 5/28/06

	EXCELLENT	GOOD	AVERAGE	POOR
1. Quality of Writing	✓			
2. Writing Style	✓			
3. Professionalism	✓			
4. Talent	✓			
5. Integrity	✓			
6. Vocabulary and grammar	✓			
7. Self-motivation	✓			
8. Ability to work with others	✓			
9. Self-assuredness	✓			
10. Personal Appearance	✓			

AN EVALUATION OF INTERN'S FITNESS AND PROBABLE SUCCESS IN WRITTEN COMMUNICATION.

- Do you think this intern will be a success in your field?
Absolutely!
 - Do you think this person would do better in other work?
In my opinion, Sya has a great future in journalism.
 - What strong points does the intern possess which would make for success?
Talent, attitude, enthusiasm, sense of ethics.
 - Please list any weaknesses or shortcomings: _____
 - Is this intern the kind of person you should consider for permanent employer (An affirmative answer will not commit you to employ him/her at any time-- employment depends on your needs and the intern's plans for employment. This is an evaluative question only.) Yes!
 - Additional Comments: I have had at least a dozen students serve as interns here. Sya finished at the top of that list. I expect to see her herald in a major paper some day.
- Signed _____
 Title _____
 Date 5/4/06

(student's and employer's identifying information redacted)