

UNIT REPORT

**Journalism & Mass Media-
Academic - APR Self-Study Report
by Academic Unit/Department**

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Program Mission

JAMM Mission

Program Mission Statement:

The School of Journalism and Mass Media (JAMM) provides professional education in media fields within a liberal arts context. JAMM supports faculty in high-quality scholarship and creative activity, while preparing students for professional careers. The School also provides news, information and culture to enhance the quality of life in the community, state and region while recognizing the value of and the deep need to acknowledge and respect people of diverse backgrounds

Program Goal (add a minimum of 3 program goal "plan items")

Goal 1: Innovate through scholarly and creative work with impact

Goal Statement:

The School supports faculty engagement in disciplinary and interdisciplinary research and creative/professional works into contemporary media practices, while promoting professional activity applied to skills development, professional responsibility and citizenship.

Alignment to UI Strategic Plan Goals:

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Indicators/Metrics to Evaluate Progress:

Objective A: Sharing scholarship of discovery among peers at national, international and regional levels

Indicator 1: Number of faculty peer-reviewed research published as measured by the assessment of research in JAMM's Appendix to Bylaws on Scholarly and Creative Activity

Indicator 2: Number of faculty peer-reviewed research qualifying as meritorious and excellent as measured by the assessment of research in JAMM's Appendix to Bylaws on Scholarly and Creative Activity

Objective B: Sharing scholarship of integration and application among peers at national, international and regional levels

Indicator 1: Number of faculty creative/professional work as measured by the assessment of creative/professional work in JAMM's Appendix to Bylaws on Scholarly and Creative Activity

Indicator 2: Number of faculty creative/professional work qualifying as meritorious and excellent as measured by the assessment of creative/professional work in JAMM's Appendix to Bylaws on Scholarly and Creative Activity

Indicator 3: Number of faculty in leadership positions in academic organizations

Indicator 4: Number of professional or trade publications or creative work with professional societies by faculty

Objective C: Developing opportunities to fund research including engaging undergraduate students to participate in faculty research and creative/professional projects

Indicator 1: Number of grants submitted and awarded to engage in research or creative/professional works

Indicator 2: Number of grants submitted and awarded that includes undergraduate research or undergraduate participation in creative/professional works

List of Actions the Program Will Take to Achieve Goals :

The Strategic Planning Committee researches and writes an annual report measuring the indicators and describing whether the objectives are being met or need improvement.

Goal Achievement Level: In Progress

Goal 2: Engage in outreach that inspires innovation and culture

Goal Statement:

The School provides the local and regional community with quality programming and information about media industry issues. We develop relationships with alumni, media professionals and agencies to provide speaking and networking engagements, hands-on workshops and with faculty and students.

Alignment to UI Strategic Plan Goals:

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Indicators/Metrics to Evaluate Progress:

Objective A: Providing local and regional community with media programming and content

Indicator 1: Number and frequency of news content or programming

Indicator 2: Number of documentary and narrative films screened at local and regional festivals and media outlets

Indicator 3: Number of films submitted to JAMM-hosted festivals

Objective B: Outreach that educates on professional media skills and workshops

Indicator 1: Number of community training sessions and workshops by faculty

Indicator 2: Participation of faculty and attendance figures for hosted high school workshops

Indicator 3: Number of community-based activities offered by faculty-advised student groups

Objective C: Offering speaking engagements and series about media-related issues to community and region

Indicator 1: Hosting opportunities and funding for speaker series

Indicator 2: Number of faculty hosting or participating in interdisciplinary seminars and local and regional speaking engagements

Objective D: Maintaining a strong relationship with alumni and the JAMM Advisory Board

Indicator 1: Number of learning assessment outcomes developed and measured by board members; meetings with board members; fundraising activities and money generated through board efforts

Indicator 2: Number of engagements with alumni through newsletters and social media

Indicator 3: Number of alumni engaging with students in guest lectures, mentoring and other activities

List of Actions the Program Will Take to Achieve Goals :

Goal Achievement Level: In Progress

Goal 3: Transform and improve lives through educational experiences

Goal Statement:

The School directly serves students in five undergraduate majors through innovative, hands-on learning programs in five degree areas: advertising, broadcasting and digital media, film and television studies, journalism and public relations. JAMM promotes hands-on, engaged learning opportunities.

Alignment to UI Strategic Plan Goals: Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

Objective A: Preparing students for professional careers in mass media and providing opportunities for real-world experience for early-career success

Indicator 1: Number of unique, real-world learning experiences from course offerings

Indicator 2: Records of equipment availability for students in production-based courses and amount of funding to replace equipment and purchase new equipment

Indicator 3: Audit of facilities for instructional capabilities in computer- and broadcast-based production courses

Objective B: Providing access to education through recruiting, retention and graduation of students

Indicator 1: Total number of students enrolled in the school

Indicator 2: Total number of degrees conferred and retention rates of new and transfer students

Indicator 3: Number of initiatives and resources dedicated to recruiting and retention of students including amount and number of scholarships offered, participation in university-wide recruiting events, number of recruiting trips to high schools and community colleges, and number of articulation agreements with two-year colleges

Indicator 4: Number of faculty participating in interdisciplinary teaching and collaboration

List of Actions the Program Will Take to Achieve Goals :

The Strategic Planning Committee researches and writes an annual report measuring the indicators and describing whether the objectives are being met or need improvement.

Goal Achievement Level: In Progress

Goal 4: Cultivate a valued and diverse community**Goal Statement:**

The School recognizes the value of and the deep need to acknowledge and respect people of diverse backgrounds and encourages inclusivity in its faculty and study body as well as the curriculum so people realize the importance of contributions made by various people regardless of race, color, religion, national origin, gender, sexual orientation or identity, age, disability, financial strata, class or any other condition that divides the human population.

Alignment to UI Strategic Plan Goals:

Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

Indicators/Metrics to Evaluate Progress:

Objective A: A diverse faculty and staff with professional knowledge of and training in diversity and inclusion-related issues

Indicator 1: Diverse faculty and staff relative to university and region

Indicator 2: Number of faculty and staff participating in professional development related to issues of diversity and inclusion

Indicator 3: Number of faculty engaged in research or creative activity in areas related to issues of diversity and inclusion

Objective B: A diverse student body that is exposed to the value of diversity and inclusion

Indicator 1: Diverse student body relative to the university and region

Indicator 2: Number of students taking JAMM courses that focus on diversity and inclusion

Indicator 3: Recruitment numbers and retention rates of students from underrepresented groups

Objective C: A curriculum with diversity and inclusion featured through multiple facets of learning

Indicator 1: Number of courses offered directly related to issues of diversity and inclusion

Indicator 2: Percentage of courses that include curricular learning activities and content related to diversity and inclusion based on annual audit of JAMM courses

Indicator 3: Number of events and series listed in the university's Diversity and Inclusion Curricular & Co-Curricular Inventory included in course activities and number of guest lectures from members of underrepresented groups

List of Actions the Program Will Take to Achieve Goals :

The Strategic Planning Committee researches and writes an annual report measuring the indicators and describing whether the objectives are being met or need improvement. The School Director distributes an annual Diversity and Inclusion report based upon the School's Diversity Plan.

Goal Achievement Level: In Progress

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)**Advertising Student Learning Assessment Report**

Assessment Report Contact: Robin Johnson

Program Changes in Past Year:

Learning Outcomes are Communicated to All Students in Program (check box if true): false

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: ACEJMC

Import Outcomes Data (from Anthology Outcomes):

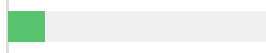

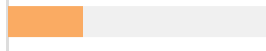
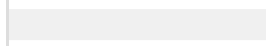
1

Communication Values

Students will understand and apply the principles and laws of freedom of speech and press for the United States and the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

Academic Year 2020-2021: Advertising (B.A., B.S.)

Term: Overview

Exceeded		14.29%	3
Met		57.14%	12
Partially Met		28.57%	6
Not Met		0%	0



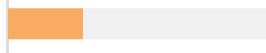
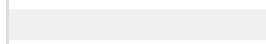
3

Communication Values

Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in domestic society in relation to the mass media.

Academic Year 2020-2021: Advertising (B.A., B.S.)

Term: Overview

Exceeded		26.67%	12
Met		44.44%	20
Partially Met		28.89%	13
Not Met		0%	0

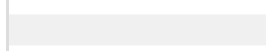


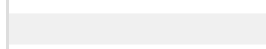
4

Communication Values

Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass media in a global society.

Academic Year 2020-2021: Advertising (B.A., B.S.)

Term: Overview

Exceeded		0%	0
Met		66.67%	6
Partially Met		33.33%	3
Not Met		0%	0

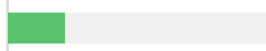


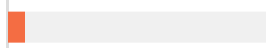
1

Specialized Skills

Students will demonstrate that they can think critically, creatively and independently.

Academic Year 2020-2021: Advertising (B.A., B.S.)

Term: Overview

Exceeded		21.57%	11
Met		52.94%	27
Partially Met		19.61%	10
Not Met		5.88%	3

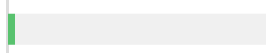


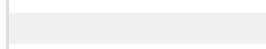
2

Specialized Skills

Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Academic Year 2020-2021: Advertising (B.A., B.S.)

Term: Overview

Exceeded		2.7%	1
Met		86.49%	32
Partially Met		10.81%	4
Not Met		0%	0

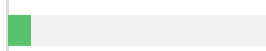

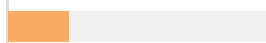
3

Specialized Skills

Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Academic Year 2020-2021: Advertising (B.A., B.S.)

Term: Overview

Exceeded		8.82%	3
Met		61.76%	21
Partially Met		23.53%	8

Not Met		5.88%	2
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4

Specialized Skills

Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Academic Year 2020-2021: Advertising (B.A., B.S.)

Term: Overview

Exceeded		23.44%	15
Met		46.88%	30
Partially Met		21.88%	14
Not Met		7.81%	5

6

Specialized Skills

Students will apply tools and technologies appropriate for the communications professions in which they work.

Academic Year 2020-2021: Advertising (B.A., B.S.)

Term: Overview

Exceeded		50%	23
Met		34.78%	16
Partially Met		15.22%	7
Not Met		0%	0

Summary of Student Learning:

The Values Assessment Pre/Post Tests measures understanding of JAMM Communication Values 1-2 and 5-6. It is administered at the beginning of JAMM 100 Media & Society and at the end of JAMM 468 Law of Mass Media. A summary of findings:

- Overall students improved in understanding the four learning outcomes based on pre-test and post-test analysis.
- Some areas of knowledge within the learning outcomes did not show improvement or showed lower results such as broadcast regulations and media deregulation for Value 1, general advertising and public relations concepts for Value 2, and video shooting/editing and styles of news presentation in Value 5.

The Video Interview Assessment Instrument is measured using data from a video interview assignment taken by all ACEJMC program majors in JAMM 122 Multimedia Storytelling. It measures understanding of JAMM Specialized Skill 6. A majority of students either met or exceeded expectations, while one failed to meet expectations.

The other skills based learning outcomes assessed during the cycle were based upon senior capstone projects in JAMM 466 Media Campaign Strategy. Overall, a majority of advertising majors either met or exceeded expectations.

Attached Files

[2019-20 Assessment Report Final.docx](#)

Summary of Faculty Discussion:

Faculty discussed ways to improve areas of knowledge that were not as strong in post-test results. It was acknowledged that the retirement of a faculty member and faculty taking new course assignments might account for the areas of the test in which students did not show improvement.

Faculty also discussed the results of the capstone project and agreed that it demonstrated the strength of the assignment and its real-world applications.

Summary of Changes/Improvements Being Considered:

Given the retirement of faculty and changes to the faculty that teach core courses, the faculty decided to explore new methods to measure learning outcomes including a new database of questions obtained from the accrediting organization.

The capstone project was assessed by another faculty member, and the practice of using outside professional assessors from the school advisory board is preferred. The school appointed one faculty member to be an assessment liaison who is charged with working with the professional advisory board to assess capstone projects.

Inter-rater Reliability:

The school has started to use more consistent rubrics in assessment to ensure consistency in data collection and analysis across all learning outcomes. Independent assessment by other faculty members or advisory board members is preferred and practiced in most measurements of learning outcomes.

Closing the Loop:

The faculty of the School of Journalism and Mass Media developed and voted to approve a new Assessment Plan in Spring 2020, and the beginning of this plan's implementation is found in the assessment reporting, analysis and recommendations found in the annual Assessment Report. At the heart of the new plan is the adoption of a set of values and skills for the assessment of the advertising program. Assessment maps link specific courses to values, skills and associated learning outcomes, and assessment tools are being developed and deployed throughout the curriculum. As a result of the new plan, curriculum changes were made to concept courses to ensure all students were meeting the learning objectives focused on diversity and inclusion and global perspectives of media and culture.

Broadcasting & Digital Media Student Learning Assessment Report

Assessment Report Contact: Robin Johnson

Program Changes in Past Year:

The school implemented changes to the major through adding two required courses and refining the electives. JAMM 322 Broadcast News and JAMM 478 Broadcast Management are now required for the major. This change was made following an assessment review and report that determined that the major lacked required courses with learning outcomes at the junior and senior levels. This made it difficult to determine if all majors were learning the six JAMM skills in the school's assessment plan. JAMM 478 will now serve as a capstone course for the major.

In the electives, courses that featured filmmaking were removed since the new Film & TV program emphasizes those skills.

Learning Outcomes are Communicated to All Students in Program (check box if true):

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: ACEJMC

Import Outcomes Data (from Anthology Outcomes):

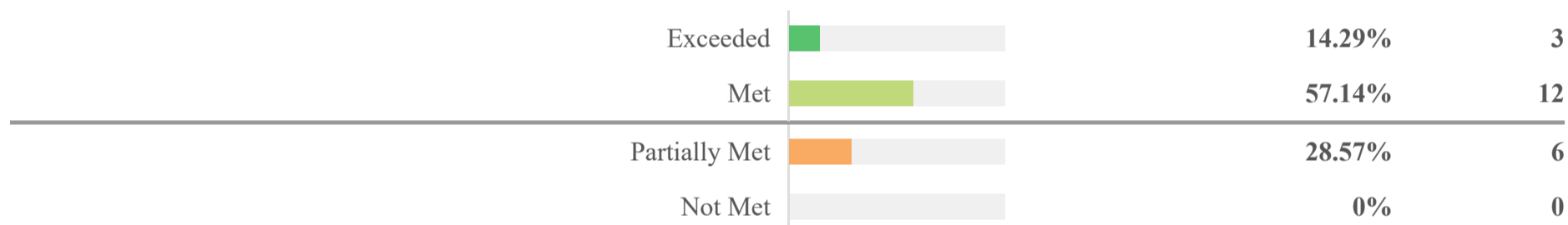
1

Communication Values

Students will understand and apply the principles and laws of freedom of speech and press for the United States and the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

Academic Year 2020-2021: Broadcasting and Digital Media (B.A., B.S.)

Term: Overview



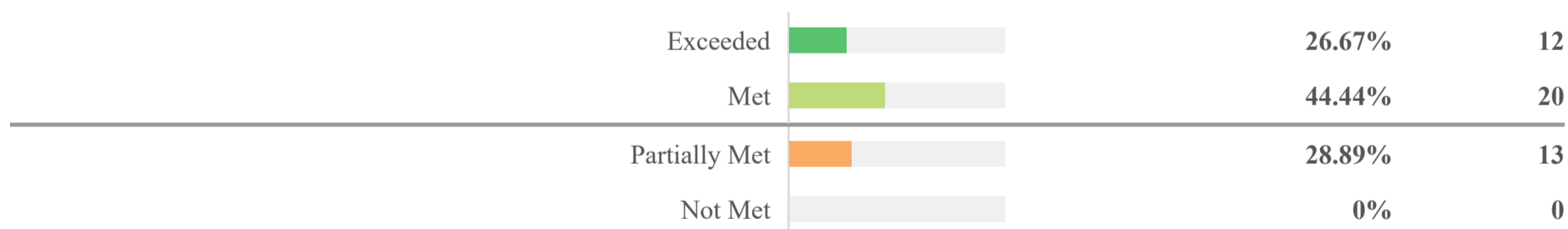
3

Communication Values

Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in domestic society in relation to the mass media.

Academic Year 2020-2021: Broadcasting and Digital Media (B.A., B.S.)

Term: Overview



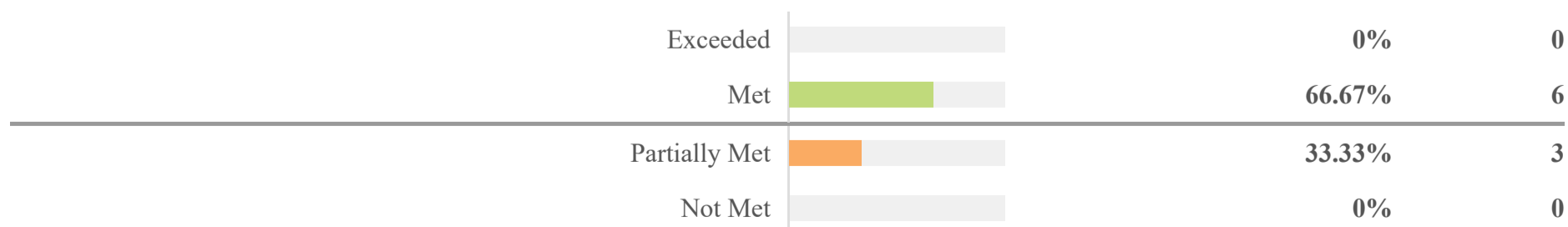
4

Communication Values

Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass media in a global society.

Academic Year 2020-2021: Broadcasting and Digital Media (B.A., B.S.)

Term: Overview



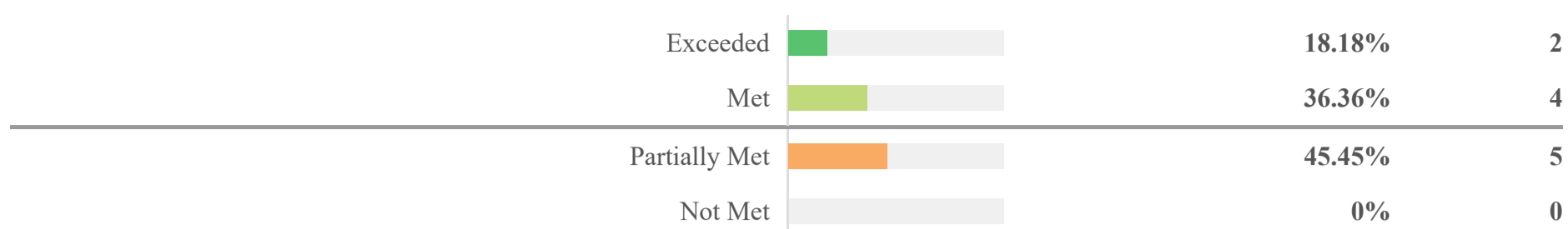
1

Specialized Skills

Students will demonstrate the ability to think critically, creatively and independently.

Academic Year 2020-2021: Broadcasting and Digital Media (B.A., B.S.)

Term: Overview



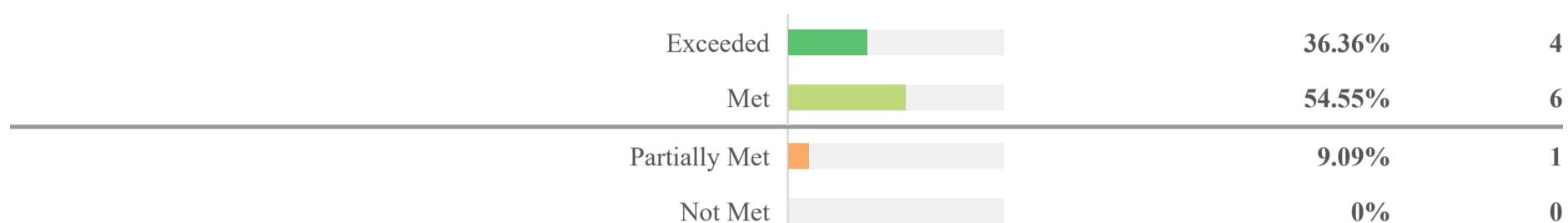
2

Specialized Skills

Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Academic Year 2020-2021: Broadcasting and Digital Media (B.A., B.S.)

Term: Overview



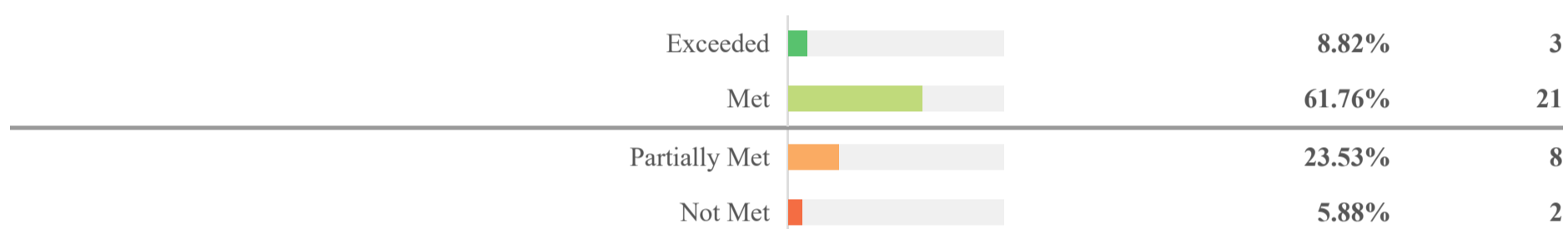
3

Specialized Skills

Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Academic Year 2020-2021: Broadcasting and Digital Media (B.A., B.S.)

Term: Overview



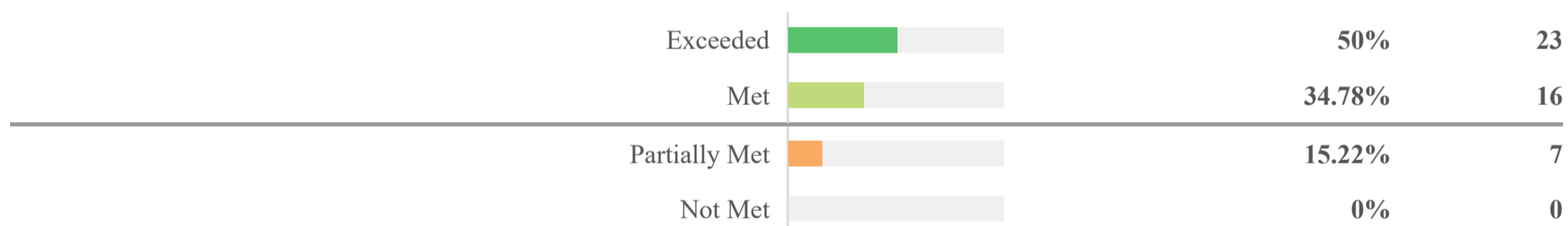
6

Specialized Skills

Students will apply tools and technologies appropriate for the communications professions in which they work.

Academic Year 2020-2021: Broadcasting and Digital Media (B.A., B.S.)

Term: Overview

**Summary of Student Learning:**

The Values Assessment Pre/Post Tests measures understanding of JAMM Communication Values 1-2 and 5-6. It is administered at the beginning of JAMM 100 Media & Society and at the end of JAMM 468 Law of Mass Media. A summary of findings:

- Overall students improved in understanding the four learning outcomes based on pre-test and post-test analysis.
- Some areas of knowledge within the learning outcomes did not show improvement or showed lower results such as broadcast regulations and media deregulation for Value 1, general advertising and public relations concepts for Value 2, and video shooting/editing and styles of news presentation in Value 5.

The Video Interview Assessment Instrument is measured using data from a video interview assignment taken by all ACEJMC program majors in JAMM 122 Multimedia Storytelling. It measures understanding of JAMM Specialized Skill 6. A majority of students either met or exceeded expectations, while one failed to meet expectations.

Attached Files

[2019-20 Assessment Report Final.docx](#)
Summary of Faculty Discussion:

Faculty discussed the issue with the program's current curriculum, where JAMM 275 Intro to Broadcasting & Digital Media is the only required, skills-based course for the Broadcasting & Digital Media major. Additional skills-based courses are elective and not ideal for assessment of all majors.

Summary of Changes/Improvements Being Considered:

Faculty approved curricular changes starting in Fall 2021 that include JAMM 322 Broadcast News and JAMM 478 Broadcast Management as additional required courses where learning outcomes based on application of skills can be assessed.

A capstone project in JAMM 478 will be used to assess skills-based learning outcomes with professional advisory board members starting in Fall 2021.

Inter-rater Reliability:

The school has started to use more consistent rubrics in assessment to ensure consistency in data collection and analysis across all learning outcomes. Independent assessment by other faculty members or advisory board members is preferred and practiced in most measurements of learning outcomes.

Closing the Loop:

The faculty of the School of Journalism and Mass Media developed and voted to approve a new Assessment Plan in Spring 2020, and the beginning of this plan's implementation is found in the assessment reporting, analysis and recommendations found in the annual Assessment Report. At the heart of the new plan is the adoption of a set of values and skills for the assessment of the broadcasting and digital media program. Assessment maps link specific courses to values, skills and associated learning outcomes, and assessment tools are being developed and deployed throughout the curriculum.

As a result of the new plan, curriculum changes were made to concept courses to ensure all students were meeting the learning objectives focused on diversity and inclusion and global perspectives of media and culture. Additionally, two additional required courses were added to the program to ensure students are meeting skills-based learning outcomes.

Film & Television Student Learning Assessment Report

Assessment Report Contact: Robin Johnson

Program Changes in Past Year:

The affiliated faculty of the interdisciplinary Film & TV Studies program made changes to the degree with the JAMM curriculum committee and full faculty vote of support.

FTV 100 Film History & Aesthetics replaces ENGL 221 History of Film 1895-1945, and FTV 201 Global Film Styles replaces ENGL 222 History of Film 1945-Present. FTV 122 Audio-Video Foundations was added to help prepare students for JAMM 267 Intro to Film & TV Production.

JAMM 374 Intermediate Film & TV Production was added as a required course from the list of electives. The electives now include FTV 425 Directing for the Screen and JAMM 474 Video Editing is now a 3-credit class focusing on editing and other post-production activities in film and television production.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

Import Outcomes Data (from Anthology Outcomes):

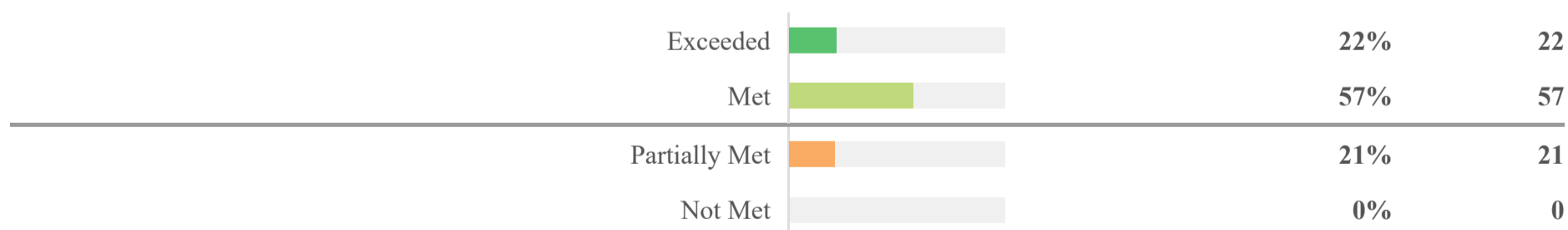
1

Recognition Skills

Graduates of this program will recognize the key terms in film and television aesthetics.

Academic Year 2020-2021: Film and Television Studies (B.A., B.S.)

Term: Overview



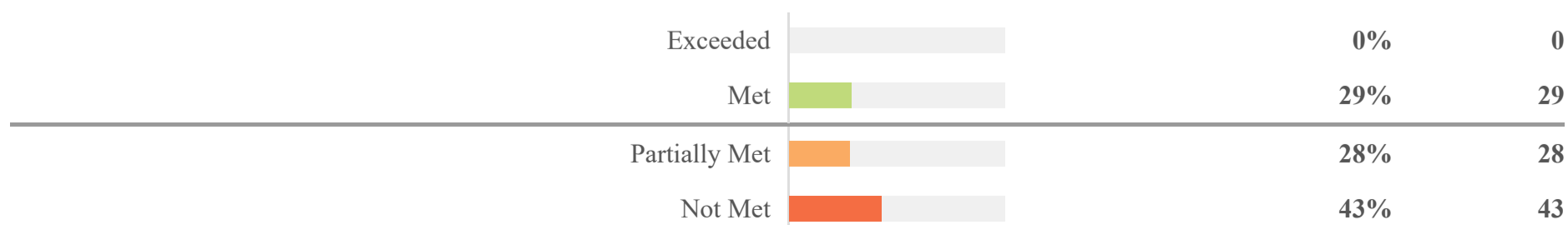
2

Recognition Skills

Students will be able to identify the significant theories, historical periods, and genres in film and television.

Academic Year 2020-2021: Film and Television Studies (B.A., B.S.)

Term: Overview



3

Application Skills

Students will demonstrate ability to shoot and edit professional quality video.

Academic Year 2020-2021: Film and Television Studies (B.A., B.S.)

Term: **Overview**

Exceeded		14.85%	15
Met		70.3%	71
Partially Met		14.85%	15
Not Met		0%	0

4

Specialized Skills

Students will be able to write and interpret scripts and screenplays.

Academic Year 2020-2021: Film and Television Studies (B.A., B.S.)

Term: **Overview**

Exceeded		28.71%	29
Met		56.44%	57
Partially Met		14.85%	15
Not Met		0%	0

5

Specialized Skills

Students will be able to direct and produce a film or television shoot through collaboration with other creative personnel.

Academic Year 2020-2021: Film and Television Studies (B.A., B.S.)

Term: **Overview**

Exceeded		57%	57
Met		43%	43
Partially Met		0%	0
Not Met		0%	0

6

Application Skills

Students will be able to apply knowledge of theory, history, and cultural diversity in film and television to their own media content.

Academic Year 2020-2021: Film and Television Studies (B.A., B.S.)

Term: **Overview**

Exceeded		57%	57
Met		43%	43
Partially Met		0%	0
Not Met		0%	0

Summary of Student Learning:

Overall, the assessment measures deployed this year demonstrate student learning and mastery across the program. Students performed particularly well on their senior capstone films, with all students meeting expectations on outcomes 5 and 6 and 85.5% meeting or exceeding expectations on outcomes 3 and 4. Especially compared to last year, when production on the films was disrupted by COVID-19, the students showed marked improvement on technical skills. Learning outcomes 1 and 2 showed adequate student performance. Both learning outcomes showed significant growth from the results of the pre-test, in which 85% of incoming students did not meet expectations in outcome 1 and 97% of incoming students did not meet expectations in outcome 2. For learning outcome 1, this improved to all students meeting at least some expectations and 78.5% of students meeting or exceeding expectations. Students again struggled with learning outcome 2. Although they showed significant growth from the pre-test, students continue to struggle to demonstrate mastery of historical knowledge.

Attached Files

[2019-20 Assessment Report Final.docx](#)

Summary of Faculty Discussion:

Faculty continue to make curricular adjustments to assure student progress toward learning outcomes, including the addition of a course on Directing that will aid students in bringing their creative vision to a professionally-produced product.

Summary of Changes/Improvements Being Considered:

Concerning student struggles in historical knowledge and applying that knowledge in a diverse vision, faculty feel some of these issues are built into the assessment measures rather than actual student learning. FTV faculty have recommended adjustments and refinements to the learning outcomes as well as new assessment artifacts that will better capture student knowledge and insight. Foremost among these will be a new artifact deployed in FTV 475 that more specifically asks students to demonstrate and apply their historical knowledge and diverse understanding of cinema history.

Inter-rater Reliability:

The school has started to use more consistent rubrics in assessment to ensure consistency in data collection and analysis across all learning outcomes. Independent assessment by other faculty members or advisory board members is preferred and practiced in most measurements of learning outcomes.

Closing the Loop:

New assessment artifacts are being used to capture student knowledge in the area of film and television history. An analysis and comparison with the last two years of assessment data will show if there are improvements in the learning outcomes or if more changes are needed to required courses or existing course content.

Journalism Student Learning Assessment Report

Assessment Report Contact: Robin Johnson

Program Changes in Past Year:

The school implemented changes to the major through adding a required course and refining the electives. JAMM 422 Advanced Journalism is a required course. This change was made following an assessment review and report that determined that the major lacked a required course with learning outcomes at the senior level. This made it difficult to determine if all majors were learning the six JAMM skills in the school's assessment plan. JAMM 422 will now serve as a capstone course for the major.

Learning Outcomes are Communicated to All Students in Program (check box if true):

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: ACEJMC

Import Outcomes Data (from Anthology Outcomes):

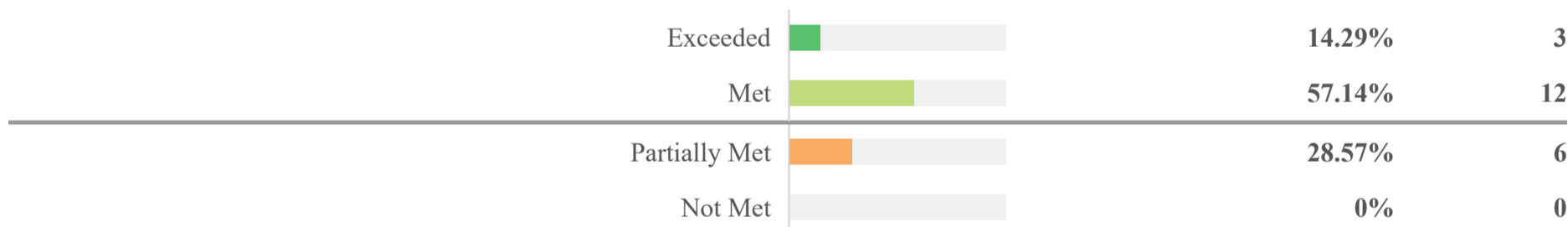
1

Communication Values

Students will understand and apply the principles and laws of freedom of speech and press for the United States and the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

Academic Year 2020-2021: Journalism (B.A., B.S.)

Term: Overview



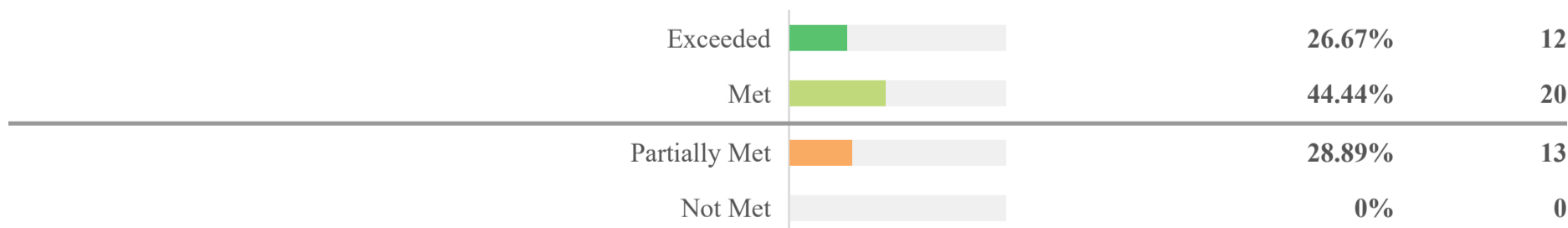
3

Communication Values

Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in domestic society in relation to the mass media.

Academic Year 2020-2021: Journalism (B.A., B.S.)

Term: Overview



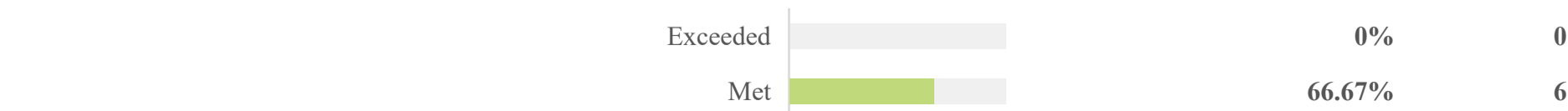
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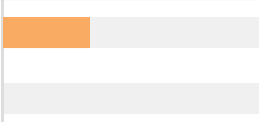
Communication Values

Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass media in a global society.

Academic Year 2020-2021: Journalism (B.A., B.S.)

Term: Overview



Partially Met		33.33%	3
Not Met		0%	0

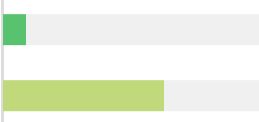

3

Specialized Skills

Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Academic Year 2020-2021: Journalism (B.A., B.S.)

Term: Overview

Exceeded		8.82%	3
Met		61.76%	21
Partially Met		23.53%	8
Not Met		5.88%	2

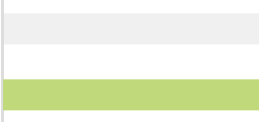

5

Specialized Skills

Students will apply basic numerical and statistical concepts.

Academic Year 2020-2021: Journalism (B.A., B.S.)

Term: Overview

Exceeded		0%	0
Met		100%	19
Partially Met		0%	0
Not Met		0%	0

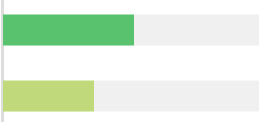

6

Specialized Skills

Students will apply tools and technologies appropriate for the communications professions in which they work.

Academic Year 2020-2021: Journalism (B.A., B.S.)

Term: Overview

Exceeded		50%	23
Met		34.78%	16
Partially Met		15.22%	7
Not Met		0%	0

Summary of Student Learning:

The Values Assessment Pre/Post Tests measures understanding of JAMM Communication Values 1-2 and 5-6. It is administered at the beginning of JAMM 100 Media & Society and at the end of JAMM 468 Law of Mass Media. A summary of findings:

- Overall students improved in understanding the four learning outcomes based on pre-test and post-test analysis.
- Some areas of knowledge within the learning outcomes did not show improvement or showed lower results such as broadcast regulations and media deregulation for Value 1, general advertising and public relations concepts for Value 2, and video shooting/editing and styles of news presentation in Value 5.

The Video Interview Assessment Instrument is measured using data from a video interview assignment taken by all ACEJMC program majors in JAMM 122 Multimedia Storytelling. It measures understanding of JAMM Specialized Skill 6. A majority of students either met or exceeded expectations, while one failed to meet expectations.

Attached Files

[2019-20 Assessment Report Final.docx](#)

Summary of Faculty Discussion:

Faculty discussed the issue with the program's current curriculum, where there is not a senior level capstone course for the journalism major. Additional skills-based courses are elective and not ideal for assessment of all majors in the program.

Faculty also discussed using an online certificate program in math skills for journalists to demonstrate student learning in JAMM Skill 5 (applying basic numerical and statistical concepts).

Summary of Changes/Improvements Being Considered:

Faculty approved curricular changes starting in Fall 2021 that include JAMM 422 Advanced Journalism as an additional required courses where learning outcomes based on application of skills can be assessed.

A capstone project in JAMM 422 will be used to assess skills-based learning outcomes with professional advisory board members.

Inter-rater Reliability:

The school has started to use more consistent rubrics in assessment to ensure consistency in data collection and analysis across all learning outcomes. Independent assessment by other faculty members or advisory board members is preferred and practiced in most measurements of learning outcomes.

Closing the Loop:

The faculty of the School of Journalism and Mass Media developed and voted to approve a new Assessment Plan in Spring 2020, and the beginning of this plan’s implementation is found in the assessment reporting, analysis and recommendations found in the annual Assessment Report. At the heart of the new plan is the adoption of a set of values and skills for the assessment of the broadcasting and digital media program. Assessment maps link specific courses to values, skills and associated learning outcomes, and assessment tools are being developed and deployed throughout the curriculum.

As a result of the new plan, curriculum changes were made to concept courses to ensure all students were meeting the learning objectives focused on diversity and inclusion and global perspectives of media and culture. Additionally, an additional required course was added to the program to ensure students are meeting skills-based learning outcomes in a senior capstone course.

Public Relations Student Learning Assessment Report

Assessment Report Contact: Robin Johnson

Program Changes in Past Year:

Learning Outcomes are Communicated to All Students in Program (check box if true):

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: ACEJMC

Import Outcomes Data (from Anthology Outcomes):

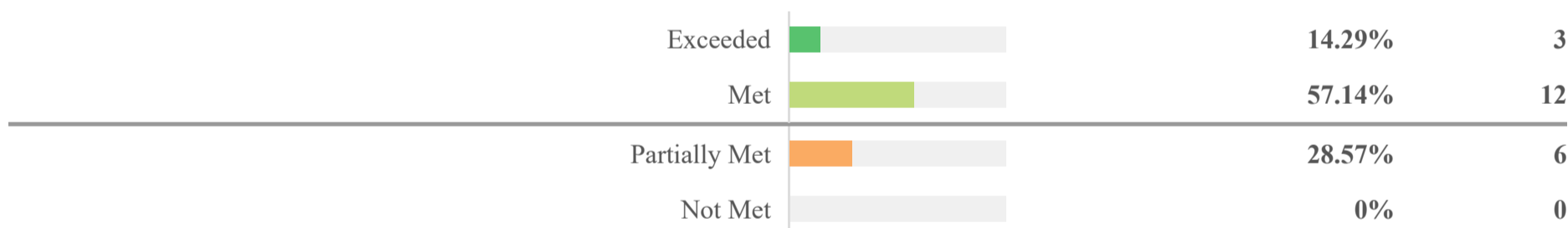
1

Communication Values

Students will understand and apply the principles and laws of freedom of speech and press for the United States and the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

Academic Year 2020-2021: Public Relations (B.A., B.S.)

Term: **Overview**



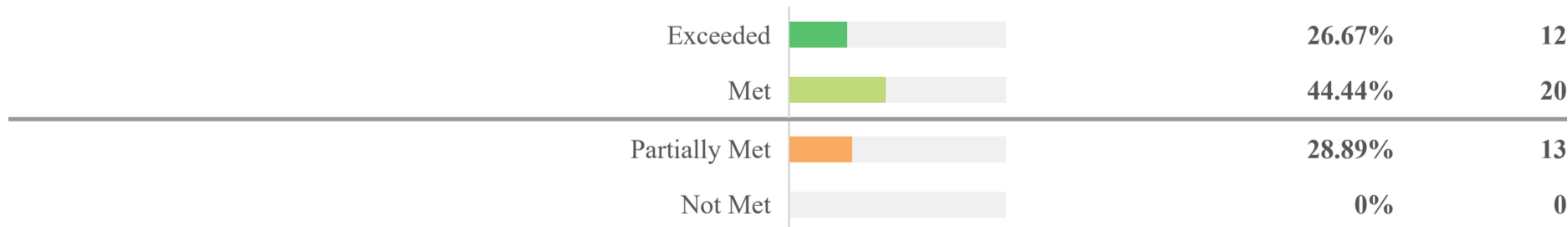
3

Communication Values

Students will demonstrate an understanding of gender, race, ethnicity, sexual orientation and other forms of diversity in domestic society in relation to the mass media.

Academic Year 2020-2021: Public Relations (B.A., B.S.)

Term: **Overview**



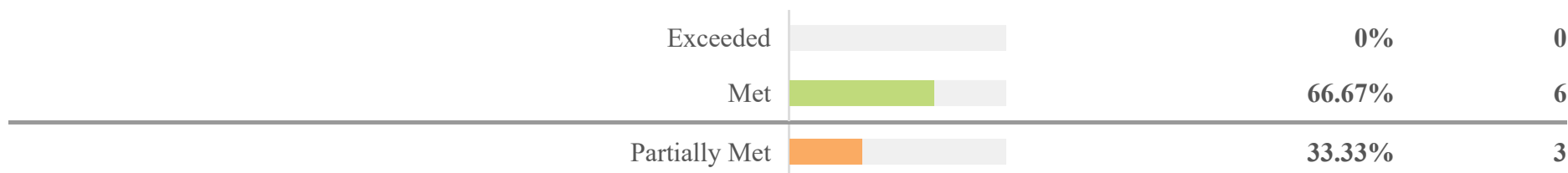
4

Communication Values

Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass media in a global society.

Academic Year 2020-2021: Public Relations (B.A., B.S.)

Term: **Overview**



Not Met		0%	0
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1

Specialized Skills

Students will demonstrate the ability to think critically, creatively and independently.

Academic Year 2020-2021: Public Relations (B.A., B.S.)

Term: **Overview**

Exceeded		21.57%	11
Met		52.94%	27
Partially Met		19.61%	10
Not Met		5.88%	3

2

Specialized Skills

Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.

Academic Year 2020-2021: Public Relations (B.A., B.S.)

Term: **Overview**

Exceeded		2.7%	1
Met		86.49%	32
Partially Met		10.81%	4
Not Met		0%	0

3

Specialized Skills

Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Academic Year 2020-2021: Public Relations (B.A., B.S.)

Term: **Overview**

Exceeded		8.82%	3
Met		61.76%	21
Partially Met		23.53%	8
Not Met		5.88%	2

4

Specialized Skills

Students will critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

Academic Year 2020-2021: Public Relations (B.A., B.S.)

Term: **Overview**

Exceeded		34.88%	15
Met		53.49%	23
Partially Met		6.98%	3
Not Met		4.65%	2

6

Specialized Skills

Students will apply tools and technologies appropriate for the communications professions in which they work.

Academic Year 2020-2021: Public Relations (B.A., B.S.)

Term: **Overview**

Exceeded		50%	23
Met		34.78%	16
Partially Met		15.22%	7
Not Met		0%	0

Summary of Student Learning:

The Values Assessment Pre/Post Tests measures understanding of JAMM Communication Values 1-2 and 5-6. It is administered at the beginning of JAMM 100 Media & Society and at the end of JAMM 468 Law of Mass Media. A summary of findings:

- Overall students improved in understanding the four learning outcomes based on pre-test and post-test analysis.
- Some areas of knowledge within the learning outcomes did not show improvement or showed lower results such as broadcast regulations and media deregulation for Value 1, general advertising and public relations concepts for Value 2, and video shooting/editing and styles of news presentation in Value 5.

The Video Interview Assessment Instrument is measured using data from a video interview assignment taken by all ACEJMC program majors in JAMM 122 Multimedia Storytelling. It measures understanding of JAMM Specialized Skill 6. A majority of students either met or exceeded expectations, while one failed to meet expectations.

The other skills based learning outcomes assessed during the cycle were based upon senior capstone projects in JAMM 466 Media Campaign Strategy. Overall, a majority of public relations majors either met or exceeded expectations.

Attached Files

[2019-20 Assessment Report Final.docx](#)

Summary of Faculty Discussion:

Faculty discussed ways to improve areas of knowledge that were not as strong in post-test results. It was acknowledged that the retirement of a faculty member and faculty taking new course assignments might account for the areas of the test in which students did not show improvement.

Faculty also discussed the results of the capstone project and agreed that it demonstrated the strength of the assignment and its real-world applications.

Summary of Changes/Improvements Being Considered:

Given the retirement of faculty and changes to the faculty that teach core courses, the faculty decided to explore new methods to measure learning outcomes including a new database of questions obtained from the accrediting organization.

The capstone project was assessed by another faculty member, and the practice of using outside professional assessors from the school advisory board is preferred. The school appointed one faculty member to be an assessment liaison who is charged with working with the professional advisory board to assess capstone projects.

Inter-rater Reliability:

The school has started to use more consistent rubrics in assessment to ensure consistency in data collection and analysis across all learning outcomes. Independent assessment by other faculty members or advisory board members is preferred and practiced in most measurements of learning outcomes.

Closing the Loop:

The faculty of the School of Journalism and Mass Media developed and voted to approve a new Assessment Plan in Spring 2020, and the beginning of this plan's implementation is found in the assessment reporting, analysis and recommendations found in the annual Assessment Report. At the heart of the new plan is the adoption of a set of values and skills for the assessment of the advertising program. Assessment maps link specific courses to values, skills and associated learning outcomes, and assessment tools are being developed and deployed throughout the curriculum. As a result of the new plan, curriculum changes were made to concept courses to ensure all students were meeting the learning objectives focused on diversity and inclusion and global perspectives of media and culture.

Student Achievement

Student Achievement

Student Retention:

The School of Journalism & Mass Media collects retention data annually and publishes it on a Resources page for public accountability and as part of ACEJMC accreditation guidelines.

First Year Student Retention Rates, percentage

Entering Class	JAMM	University of Idaho
2006-07	75	76
2007-08	74	77
2008-09	74	77
2009-10	87	81
2010-11	82	80
2011-12	74	77
2012-13	78	79
2013-14	80	77
2014-15	80	80
2015-16	71	77
2016-17	93	82
2017-18	77	81
2018-19	64	77
2019-20	80	77

Student Persistence:

The School of Journalism & Mass Media collects persistence data annually and publishes it on a Resources page for public accountability and as part of ACEJMC accreditation guidelines.

Enrollment by Major

Program	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Advertising	99	79	70	82	91	73	61	52
Broadcasting & Digital Media	89	87	97	95	75	74	48	42
Film & Television Studies					11	30	41	44
Journalism	96	72	64	68	91	57	37	45
Public Relations	100	109	105	99	72	68	40	40
JAMM Total	384	347	336	344	340	302	227	223

Additionally, the school reviews students who have changed majors or programs to and from the school every two years.

Student Completion:

The School of Journalism & Mass Media collects graduation data annually and publishes it on a Resources page for public accountability and as part of ACEJMC accreditation guidelines.

Graduation Rates, percentage

Entering Class	Four-Year		Five-Year		Six-Year	
	JAMM	UI	JAMM	UI	JAMM	UI
2004-05	15	24	44	50	47	55
2005-06	27	23	52	46	52	51
2006-07	19	23	47	49	53	56
2007-08	24	25	46	48	46	54
2008-09	28	28	58	52	62	58
2009-10	44	29	65	54	68	57
2010-11	31	30	46	51	49	56
2011-12	38	30	53	50	57	54
2012-13	33	34	51	54	58	59
2013-14	50	35	64	52	64	56
2014-15	47	37	63	56	63	60
2015-16	46	38	57	56	NA	NA
2016-17	56	40	NA	NA	NA	NA

Student Postgraduate Success:

The School surveys its graduates at five years post-degree for current employer, current job title, location city and state and social media links.

Additionally, the school reviews graduating senior survey results every two years. The school compares survey results to the university and college on the following measures:

- Satisfaction with education in major
- Are department faculty helpful to students
- Overall helpfulness of advisor and degree planning
- Quality of courses in preparing for employment
- Satisfaction with advanced courses in major
- Satisfaction with intro courses in major
- Quality of education in elective courses in major
- Experience enhanced analytical and critical thinking
- Experience enhanced writing effectively

Identify Equity Gaps:

The school compared average undergraduate GPA to cumulative GPA by race/ethnicity, gender, and first generation status using the APR dashboard: Equity Gaps.

Race and Ethnicity

Race/Ethnicity by Measures	Avg UG Cum GPA	Avg UG Incoming GPA	Average ACT Score	Average SAT Score
White	3.26	3.36	22.21	1,015.71
Asian	2.84	2.83	27.4	0
American Indian or Alaska Native	2.66	2.88	21	0
Black or African American	2.97	3.36	19.75	912.5
Native Hawaiian or Other Pacific Islander	0	0	21	0
Hispanic/Latino	3.07	3.75	19	0

Race/Ethnicity by Measures	Avg UG Cum GPA	Avg UG Incoming GPA	Average ACT Score	Average SAT Score
unknown	2.82	3.12	14	0

Percent Change

White: 2.97% decrease

Asian: .35% increase

American Indian or Alaska Native: 7.63% decrease

Black or African American: 11.6% decrease

Hispanic/Latino: 18.13% decrease

Unknown: 9.61% decrease

Gender

Female Average Incoming GPA 3.44

Female Average Cumulative GPA 3.34

Percent change: 2.9% decrease

Male Average Incoming GPA 3.18

Male Average Cumulative GPA 3.06

Percent change: 3.77% decrease

First Generation Status

First Generation Student Average Incoming GPA 3.35

First Generation Student Average Cumulative GPA 3.22

Percent change: 3.88% decrease

Not First Generation Student Average Incoming GPA 3.34

Not First Generation Student Average Cumulative GPA 3.23

Percent change: 3.29% decrease

Effective Learning Environment and Closing Equity Gaps:

The school redeveloped its Diversity and Inclusion Plan in 2021. Then plan includes the production of a diversity and inclusion report that will be written annually that includes identification of equity gaps, and the first report will be published in 2022. The faculty and Advisory Board will review and discuss changes that can be made to close equity gaps.

Attached Files

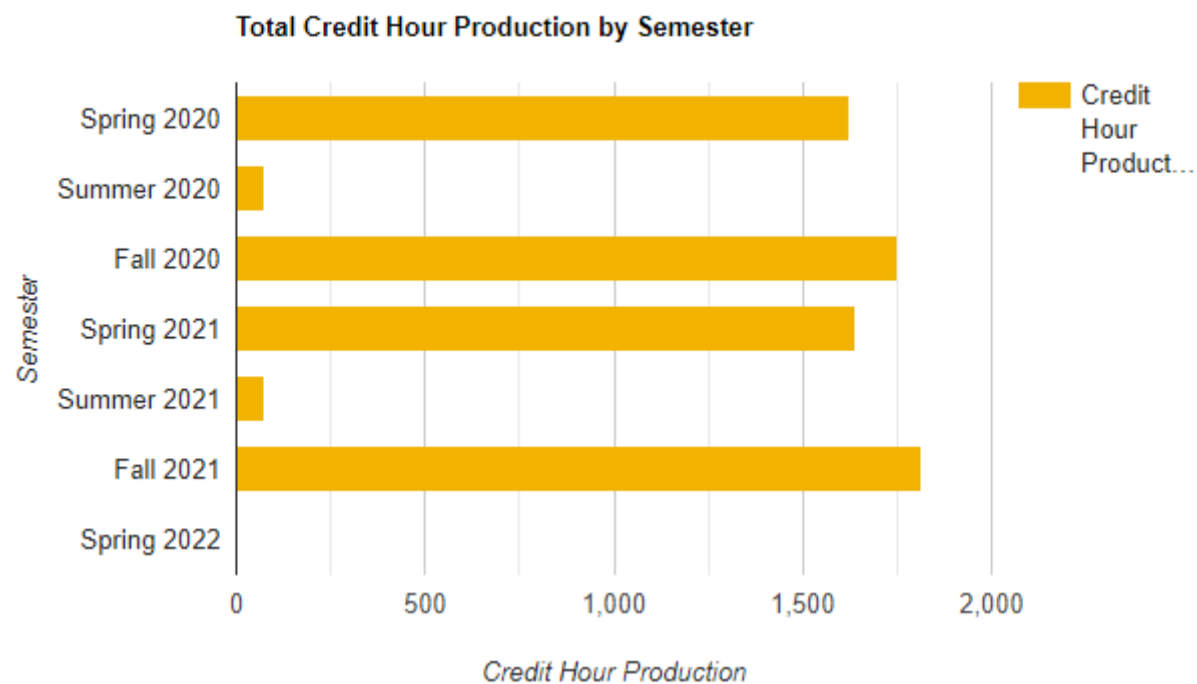
[JAMM Diversity Plan Aprvd Mach 2021.docx](#)

Demand and Productivity

Demand and Productivity**External Demand:**

Enrollment for the school declined from 211 to 175 when comparing Fall 2020 and Fall 2021 at the start of the term. 93% of students enrolled in Spring 2021 enrolled in Fall 2021, slightly higher than the university rate of 89%. There is a downward trend in enrollment numbers year to year.

Internal Demand:



Credit hour production in the school increased 1 percent from Spring 2020 to Spring 2021, compared to a 4.8 percent decrease at the university overall.

Credit hour production in the school increased 3.8 percent from Fall 2020 to Fall 2021, compared to a 3.3 percent increase at the university overall.

Credit Productivity:

The decline in enrollment represents a threat to the school's ability to maintain or grow its resources. Student who do enroll tend to continue in the programs at a higher rate than the university overall. Credit hour production and course delivery represent strengths.

Financial Health and Resources

Financial Health and Resources

Financial Health:

In Fiscal Year 2020, the school's general education budget was \$647,365 with 9 FTE faculty positions. An additional FTE faculty position was funded through non general education funds. This was a decrease from the FY 2019 budget of \$740,482 and 10.80 FTE.

In Fiscal Year 2021, the school's general education budget was \$509,149 with 7 FTE faculty positions. An additional FTE faculty position was funded through non general education funds.

From FY19 to FY20, the school's general education funding decreased 12.6 percent. From FY 20 to FY 21, the school's general education funding decreased 21.3 percent. Over the two year period, the budget was cut by almost one third. Although all academic units received budget cuts as part of two university wide budget cuts, the school's cuts were uniquely severe for a number of factors including two early retirements.

The school was able to secure temporary funding from the Provost's Office during the two year period to help manage the loss of FTE faculty.

In FY 2021, CLASS provided \$20,000 in one-time funds for infrastructure improvements. These funds were used to renovate the student media equipment checkout space and to purchase media equipment for students to check out for use in digital media projects for the school's media production courses.

The primary concern is that enrollment numbers have declined during the two years of budget cuts, and the school needs permanent FTE faculty positions to ensure that the quality of the programs it offers does not decline, which may lead to the loss of its national accreditation status.

Efficient Use of Resources:

The school engaged in a number of efficiency actions designed to manage budget cuts, including streamlining course offerings of some required courses, reassigning faculty to teach courses in areas where the school lost instructional resources, and requesting and receiving temporary staffing support. Additionally, the school expanded max enrollment for some courses that were redeployed as general education courses to increase credit hour production.