

Assessment of Learning Outcomes

Executive summary:

The School conducts assessment using a four-year cohort system, following students from their freshman through senior years, with early, midpoint and capstone assessments.

A survey of the previous year's graduates is conducted among the cohort every spring.

An employer survey will be conducted in 2024-2025 and then three years after the cohort graduates in 2028-2029.

Professionals are included in assessment by evaluating student performance on the values and competencies in midpoint and capstone assessments, in ratings of students who participate in internships, how our students perform in regional and national competitions, from employer surveys regarding the performance of our graduates, and feedback from the alumni board and professionals participating in School events such as our annual J-Days or serving as guest speakers.

Curriculum changes made during the last six years based on assessment, advice from professionals and our alumni board, and the previous site visit team include:

- Instituted a digital requirement for all majors in the School, whereby all majors must take a 3-credit digital skills course relevant to their major.
- Instituted the Multimedia Storytelling & Production Concentration to provide training in delivering information content via a variety of platforms including capturing video and still images, creating longer or shorter films or videos, designing visual graphics, publishing online-specific content, writing long-form narratives, and/or promoting content through social media.
- Revised the News-Editorial Concentration to be the Journalism Concentration, preparing students to become versatile journalists with marketable, multiplatform writing and production skills. Students learn visual and media literacy skills and apply them in reporting for various platforms.
- Revised the Advertising and Public Relations Concentration to be the ADPR BA or major, adding the digital requirement, and requiring MKTG 3633 Marketing Research to improve student performance in applying basic numerical and statistical concepts.
- Expanded the range of options to fulfill the School's cultural diversity requirement (as detailed in the Standard 4 Report on Diversity and Inclusiveness).

1. Provide a web link to the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

Following is a link to the Cohort Analysis Assessment Plan for the 2021-2025 Cohort:

https://fulbright.uark.edu/departments/journalism/_resources/pdf/sjsm-assessment-plan-may2022.pdf

2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The goals for learning are found in the professional values and competencies charts in the 2021-2025 Assessment Plan and the objectives for core courses required of all majors in the School, as well as the required courses for students in all JOUR BA and ADPR BA majors and concentrations.

See pages 6 through 13 of the [2021-2025 Cohort Assessment Plan](#) for the charts outlining the competencies covered in the School's required core courses that all majors take, as well as the competencies in required classes for each concentration or major. In addition, course descriptions and objectives start on page 14.

- Required Core Courses are on page 7.
- ADPR BA required courses are on page 10.
- Broadcast Concentration required courses start on page 11.
- Journalism required courses are on page 12.
- Digital Requirement courses are on page 8 and,
- Cultural Diversity courses taught in the School are on page 9.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide end-of-year assessment reports. If there are multiple reports from the review period, summarize the findings and make the reports available in a separate digital file.

The summary below outlines the collection and reporting of data from five direct and five indirect measures used in the Schools's assessment plan.

Direct Methods – quantifiable assessments by professionals and faculty that directly evaluate the student's performance on one or more of the ACEJMC values and competencies using rating forms or quizzes, etc., designed to directly measure the competencies.

- (1) Comparison of writing samples from cohort group's freshman and senior years. The performance of students in the cohort on a writing assignment in the introductory freshman-level journalism course (JOUR 1023 Media and Society) is compared with their performance on their senior papers (JOUR 4981 Senior Writing Requirement). The goal of this comparison is to assess change in students' writing and critical thinking skills.

- (2) GSP Assessment. Students in the cohort take a GSP assessment as freshmen and again as seniors to assess change in their skills in grammar, spelling and punctuation (GSP).
- (3) Assessment Survey. The Assessment Survey, which cohort students take as freshmen and again as seniors, comprises 40 items that cover math reasoning, professional ethics, media law, diversity issues and media history.
- (4) Midpoint Analysis. Student performance is evaluated in an entry-level or early course to make changes when needed throughout the assessment process. Data for each midpoint analysis comes from a course assignment and accompanying grade. For the JOUR BA, the midpoint analysis is conducted for the Journalism Concentration in JOUR 2013 News Reporting I, and for the Broadcast Concentration in JOUR 3072/3071L Broadcast News Reporting II. (The midpoint analysis for the new Multimedia Storytelling & Production Concentration will be in JOUR 2003 Storytelling for Today's Media or JOUR 2013 News Reporting I.) ADPR BA students take the entry-level courses in the second or third year, with the digital media plan in ADPR 3723 Advertising Principles and the final PR project in ADPR 3743 Public Relations Principles assessed.
- (5) Capstone Course Projects. The majors and concentrations designated one or more required courses students take as seniors for the capstone. Students' final projects in those courses are evaluated by outside professionals and faculty for mastery of professional competencies, tools and technologies

Indirect Methods – assessments that do not directly rate student performance on the competencies, student survey responses, or assessments that do not include all students in the cohort.

- (1) Internship Supervisor Reports. These are the evaluations of student interns' performance on-the-job prepared by on-site intern supervisors. They consist of ratings given student interns on a range of qualities, and of any additional comments made by the supervisors. The internship supervisor rating form is based on the ACEJMC values and competencies so internship ratings provide information on some students, but not all, as internships are strongly recommended but not required.
- (2) Alumni Survey. An annual survey is conducted among all graduates and the cohort group. The goal is to gather information on their own assessment of their training in the School. Along with the Standard 3 report, we are submitting the results of the 2021 survey, which includes data dating back to 2011, as **a separate file titled "JOUR BA Alumni Survey Results."**

[JOUR BA Alumni Survey Results.pdf](#)

- (3) Senior Exit Survey. In their senior year students in the cohort are given a Senior Exit Survey in which they assess the department's quality of instruction, training, advising and facilities.
- (4) External Competitions. While not a measure of the performance of all cohort students, performance in external competition indicates how well our higher performing students compare to higher performing students at other journalism and mass communication programs. As media professionals often serve as judges, external competitions indicate how

well our students measure up regionally and nationally. However, ratings/awards are not directly based on the ACEJMC values and competencies.

- (5) Employer Survey. We survey employers every three years to allow comparisons across time of the professional evaluations of the job performance of our graduates. For the 2021-2025 cohort, we plan to conduct the next employer survey in 2024-2025 to provide a baseline, then survey the employers of this cohort three years after the cohort graduates in 2028-2029.

The senior exit survey and alumni survey are completed by graduating seniors, and by graduates one year later, so they do not represent professional or faculty assessments of performance on the values and competencies.

Based on earlier site team recommendations, the survey of cohort employers occurs three years after the cohort graduates, and does not cover all values and competencies, kept short to improve response rates.

Explication: The summary below provides more detail on the collection and reporting of data from five direct and five indirect measures used in the Schools's assessment plan.

The initial collection of data for the 2016-2020 cohort was an Assessment Survey administered to incoming first-year students in fall 2016 and spring 2017. This survey measures several of the ACEJMC's values and competencies and was readministered to these same students for comparison in their senior year. Writing and critical thinking skills were evaluated using direct methods. In that first year, a grammar test was administered in JOUR 1033 Media Writing, which was compared to the results of a grammar post-test administered in JOUR 4981 Journalism Writing Requirement. An early, ungraded assignment administered in JOUR 1023 Media and Society was compared to the paper written in JOUR 4981 and completed in the senior year.

In Year II, 2017-2018, a midpoint assessment of students in the Broadcast Concentration (in JOUR 3072/3071L Broadcast News Reporting II) and News-Editorial (now Journalism) Concentration in JOUR 2013 News Reporting I) evaluated the first out-of-class assignment. The midpoint assessment for ADPR majors occurred in Year III 2018-2019, when students took ADPR 3723 Advertising Principles and ADPR 3743 Public Relations Principles. The digital media plan in Advertising Principles and the final PR Project in Public Relations Principles were assessed (with external clients or professionals assessing the PR projects). The internship supervisor evaluations, administered as an indirect method, were considered in the third and fourth years when students typically complete internships.

In Year IV 2019-2020, the Assessment Survey was readministered in JOUR 4981 to senior cohort students to establish how well our students mastered the ACEJMC's professional values and competencies. In addition, capstone assignments in the advanced courses in all ADPR BA and JOUR BA concentrations and majors assessed the learning objectives, competencies, and application of tools and technologies of the profession. For ADPR, the capstone assessments were the final media plan in ADPR 4453 Media Planning and Strategy and the account planning project in ADPR 4473 Account Planning. For Broadcast, the capstone assessment was the final project in JOUR 4873 Television News Reporting II, while for News Editorial/Journalism it was the final project in JOUR 3023 News Reporting II, JOUR 4503 Magazine Writing or JOUR 4553 Magazine Editing & Production. The writing, research, and critical thinking skills were evaluated using the final paper in

JOUR 4981 Journalism Writing Requirement. These capstone course assessments and the writing requirement are direct measures. Included in the additional files to accompany this Standard 3 report, we have included supporting documents with the following file names:

- ADPR Assessment Report - [ADPR Assessment Report.pdf](#)
- Broadcast Assessment Report - [Broadcast Assessment Report.pdf](#)
- Journalism-NewsEd Assessment Report - [Journalism-NewsEd Assessment Report.pdf](#)

Graduating seniors completed an exit interview or senior survey to evaluate the quality of their education as ADPR BA or JOUR BA majors, an indirect measure. Another indicator of mastery included our student' accomplishments in external competitions; we recognize that generally our better students enter competitions whereas assessment measures should address the performance of all students. However, media professionals typically judge these external competitions, so we believe it's important to consider the views of media professionals on how well our higher performing students fare in comparison to higher performing students from other programs.

We conduct annual surveys of the previous year's graduate. We conduct employer surveys every three years, with the May 2018 survey conducted then on the recommendation of the site visit team. We conducted another employer survey in summer 2021. Included in the additional files to accompany this Standard 3 report, **we have included supporting documents with the following file names:**

- JOUR BA Alumni Survey Results - [JOUR BA Alumni Survey Results.pdf](#)
- Employer Survey 2021 - [Employer Survey 2021.pdf](#)
- Employer Survey 2018 - [Employer Survey 2018.pdf](#)

The next employer survey is planned for 2024-2025, followed by the employer survey occurring three years after the cohort graduates in 2028-2029. Conducting periodic employer surveys allows us to consider the evaluations of professionals on the job performance of our graduates.

The final Assessment Report for the 2016-2020 cohort was presented and discussed in the October 15, 2021, faculty meeting. Included in the additional files for this Standard 3 report, we have included **a supporting document with the following file name:**

Assessment Committee Analysis - [Assessment Committee Analysis.pdf](#)

How Assessment Was Used to Improve Curriculum and Instruction: Early, midpoint and capstone assessments, the input of professionals, the previous site visit team's recommendations, and all surveys, etc., were used to improve the curriculum and instruction throughout the process. From an ongoing review of these sources, the faculty made the following changes since the last accreditation site visit.

Selected examples from assessment materials and faculty meeting minutes are shown below. For context, our last accreditation site visit was on January 24-27, 2016, and our accreditation revisit, after which we were reaccredited, was on November 13-14, 2017.

JOUR 1033 Media Writing revision to improve digital and writing

The faculty discussed and approved changing the introductory writing course to include writing across the media and basic digital competencies. Formerly called JOUR 1033 Fundamentals of Journalism, the title was changed to Media Writing as students now complete basic writing assignments related to print/online news, broadcast and digital news, advertising and public relations. Students learn to create their own web publishing sites with WordPress and publish content throughout the semester.

The midpoint assessments for concentrations and majors suggested improvements were needed in writing, grammar, spelling and punctuation. The Employer Survey results reported in June 2018, with a rating of 4.13 on “The U of A graduate has strong writing skills” (on a scale of 1 = Strongly Disagree to 5 = Strongly Agree). This was the lowest employer rating in the results that year. ([Employer Survey 2018.pdf](#)).

JOUR 1033 changes were discussed as follows:

- August 15, 2018 – Chair and committee appointed to review JOUR 1033 Fundamentals of Journalism for improving writing, content, and adding digital components.
- October 5, 2018 – JOUR 1033 committee recommended making it a writing across the media course that includes basic digital training.
- December 7, 2018 – JOUR 1033 committee suggested changing the course title from Fundamentals of Journalism to Media Writing.
- January 9, 2019 – Faculty approved the revised JOUR 1033 Media Writing as an across-the-media writing course, with digital assignments, and the GSP as a prerequisite or co-requisite.

Instituting the Grammar, Spelling and Punctuation (GSP) Requirement

Applies to entering majors in Fall 2020 and after.

The faculty discussed and approved instituting a GSP requirement to aid in improving writing and the ability to critically evaluate one’s work for grammatical correctness, writing style, etc.

The GSP requirement was discussed during SJSM faculty and concentration meetings (ADPR, Broadcast or News-Editorial/ Journalism):

- October 5, 2018 – Faculty discussed the possibility of a GSP requirement, with the JOUR 1033 revision committee endorsing and the faculty agreeing that a free online grammar module would be created or students would take JOUR 1003 Journalistic Writing Style on campus to complete the requirement.
- November 16, 2018 – Journalism/News-Editorial Faculty Meeting Minutes – faculty discussed potential changes to JOUR 1033 Fundamentals of Journalism (now Media Writing), with four JOUR/News-Ed faculty on the committee. Most GSP training would be removed

from JOUR 1033 so more time can be spent on writing and content. Faculty discussed proposed options for the GSP requirement and how the class might be reconfigured.

December 7, 2018 – Faculty discussed the committee’s recommendation that students can complete the GSP by passing JOUR 1003 Journalistic Writing Style with a grade of C or better, or study the free online GSP module and pass the GSP test with a 75% or better.

January 9, 2019 – Faculty voted to approve the GSP requirement as a prerequisite or corequisite to JOUR 1033, allowing students to complete JOUR 1003 with a grade of C or better or the independent-study GSP exam with a 75% or better.

Digital Requirement

Applies to all majors entering in Fall 2020 and after.

In 2016, the site visit team recommended improving digital education in the School. The midpoint assessments indicated students would benefit from additional digital training, depending on the concentration or major. Therefore, it seemed logical to develop a different digital course or set of digital courses tailored to the educational needs of students in each concentration and major.

The JOUR BA Alumni Survey results showed Using the Tools of Technology was one of the lower rated competencies by former graduates over time. On a scale of 1 = Very Little to 4 = Very Much, the Tools of Technology rating was 2.86. Included in the additional files for this Standard 3 report, we have included **a supporting document with the following file name:**

- Alumni Survey Results 2018 - [Alumni Survey Results 2018.pdf](#)

JOUR 1033 changes were discussed during SJSM Faculty Meetings and concentration meetings (ADPR, Broadcast or News-Editorial/ Journalism):

May 5, 2017 - The faculty approved the new mission statement including digital skills and teaching students state-of-the-art-technology.

April 11, 2018 - Journalism/News-Editorial Faculty Meeting Minutes – the Journalism faculty discussed combining JOUR 2013 News Reporting 1 and JOUR 2032/2031L Broadcast News Reporting I, and updating course titles/descriptions to improve digital education.

April 20, 2018 - Broadcast Faculty Meeting Minutes – the Broadcast faculty discussed whether the news concentrations should be combined or whether the first reporting courses in the Broadcast and News-Editorial/Journalism concentrations should be combined to improve digital education.

October 5, 2018 - Broadcast Faculty Meeting Minutes – the Broadcast faculty discussed adding a digital requirement to the concentration. A committee was formed with News-Editorial faculty to consider whether the Broadcast and News-Editorial/Journalism Concentrations should be combined to improve digital education.

March 8, 2019 - ADPR Faculty Meeting – ADPR faculty approved a new digital requirement where majors take one of these four courses for digital training appropriate to the ADPR field: JOUR 2053 Multimedia Journalism, JOUR 2063 Media Graphics & Technology, JOUR 405V Videography/Editing or JOUR 405V Digital Content Strategy.

April 13, 2019 - Journalism/News Editorial Faculty Meeting – faculty discussed how to add digital training to the concentration, including adding a credit hour to an existing course or requiring the digital skills class JOUR 2053 Multimedia Journalism.

August 21, 2019 - Curriculum chair Jan Wicks proposed adding a digital requirement for all majors, tailored to their majors or concentrations. The faculty discussed that we could always change these courses as needed in the future. The proposed digital requirement courses were as follows.

ADPR BA majors select from:

JOUR 2053 Multimedia Journalism

JOUR 2063 Media Graphics & Technology

JOUR 405V Digital Content

JOUR 405V Videography/Editing

JOUR BA News-Editorial/Journalism: JOUR 2053 Multimedia Journalism

JOUR BA Broadcast majors select from (This list was revised later after Digital First was offered.):

JOUR 4033 Advanced Radio News Reporting and Podcasting

JOUR 405V Digital First

JOUR 4883 Advanced Film & TV Video Feature Production

The faculty approved the digital requirement.

Multimedia Storytelling & Production Concentration

Available fall 2022 and after.

The faculty discussed and approved instituting a new concentration to teach multiplatform writing and technology skills, including capturing video and still images, telling shorter and longer stories in multiple platforms, publishing online-specific content, and promoting content through social media.

The 2016 site visit team told us we needed to improve our digital training. Employers rated technical/digital skills as third lowest or 4.44 out of 5 in the 2018 survey about the job performance of our graduates. ([Employer Survey 2018.pdf](#))

Our graduates rated Using the Tools of Technology as second lowest (2.86 out of 4) when rating how the program contributed to their development of skills and knowledge. ([Alumni Survey Results 2018.pdf](#))

In the Fall 2019 senior exit survey, 38.8% of graduating seniors said the quality of instruction in developing technical skills was excellent, while 44.4% said it was good, 13.88% said it was average, 2.77% rated it below average, and 0% as poor. One respondent noted: "...we need more classes that teach media skills. Most jobs I've looked into require Adobe Creative Cloud knowledge, and we just touch on it... We learn very little about social media, which I find unacceptable considering its impacts on the advertising world." The student also stated that knowledge of information tracking software and video/photo skills training was needed as well. ([Senior Exit Survey Fall 2019.pdf](#))

Examples of SJSM Faculty Meetings where the digital concentration was discussed. Due to the pandemic, some communications and votes were by email, when approved by the faculty beforehand.

December 13, 2019 Larry Foley and Jan Wicks discussed adding a digital concentration to the JOUR BA major. The faculty discussed the recommendation and spent the following months exploring possibilities for curriculum changes.

December 11, 2020 – Jan Wicks presented the curriculum committee’s revised digital proposal, the Multimedia Storytelling & Production Concentration. The document included examples of similar programs at noted JMC schools to show the research completed for developing the proposal. The faculty discussed the merits of the proposal and whether additional courses should be added. (From: [SJSM Faculty Meeting Minutes December 11 2020](#), and [SJSM Faculty Meeting Digital Proposal Email](#) 12-11-20)

March 5, 2021 The faculty agreed to vote on the Multimedia Storytelling & Production Concentration by email. Faculty were sent the final copy of the concentration proposal and asked to vote by Friday, March 12, at noon. (From: [SJSM Faculty Digital Proposal Vote Reminder 3-5-21](#))

March 22, 2021 The faculty was notified that the Multimedia Storytelling & Production vote was 22 in favor and 2 not voting. (From: [SJSM Faculty Meeting Digital Proposal Vote 3-22-21](#))

Revised Journalism (News-Editorial) Concentration

Available Fall 2022 and after.

The News-Editorial/Journalism midpoint assessment reported that technological and analytical skills are key to producing graduates who will compete successfully in career fields. ([NewsEd Assessment Midpoint 2019.pdf](#)).

Concentration revisions were discussed during several SJSM Faculty Meetings and concentration meetings (News-Editorial/ Journalism). Due to the pandemic, some communications and votes were by email, if approved by the faculty beforehand.

March 16, 2021 - The Journalism/News-Editorial faculty agreed that the discussion and vote on the proposal could convey via email. Faculty were emailed the final copy of the proposed concentration changes and reminded on March 22 and March 29 to vote yes (to approve) or no (not to approve) by March 29. ([SJSM Faculty Meeting 3-15-21.pdf](#))

March 30, 2021 The faculty was notified that 18 faculty voted to approve the Journalism Concentration, while 5 did not vote. ([SJSM Faculty Meeting Vote 3-30-21.pdf](#))

Requiring MKTG 3633 Marketing Research

Applies to entering ADPR majors in Fall 2020 and after.

Employers rated analytical/problem solving skills as second lowest or 4.25 out of 5 in the 2018 survey about the job performance of our graduates. ([Employer Survey 2018.pdf](#))

Our graduates rated Using and interpreting numbers lowest (2.22 out of 4) when rating how the program contributed to their development of skills and knowledge. ([Alumni Survey Results 2018.pdf](#)).

September 19, 2018 ADPR Faculty Meeting – Faculty agreed to explore the material covered in MKTG 3633 Marketing Research to consider whether ADPR majors should take it to improve student performance in using and interpreting numbers.

September 21, 2018 ADPR faculty reviewed the MKTG 3633 Marketing Research syllabus, approved requiring the course and emailed the entire faculty for approval, and the change was approved. Following are links to additional documentation:

[ADPR Concentration MKTG 3633 Approval Email 9-21-18.pdf](#)

[ADPR Concentration Post-Approval Submission November 2018.pdf](#)

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Faculty in each concentration and major are responsible for recruiting professionals and ensuring they assess student performance on the values and competencies.

ADPR BA – Advertising / Public Relations

First, at the midpoint, outside professionals assess student performance on the final PR project in Public Relations Principles. These outside professionals include the client for that semester, graduates working in the ADPR field, or other professionals with experience relevant to the project that semester. Second, professionals conduct the capstone assessment of the final media plan (ADPR 4453 Media Planning & Strategy) and account planning project (ADPR 4473 Account Planning).

ADPR Midpoint and Capstone – The outside professional reviewers were:

ADPR 3743 Public Relations Principles

Nastassja Riley, Suzuki School Director / Private Lesson Coordinator of the
University of Arkansas Community Music School
Josh Medina, Veterans Service Officer, Washington County Veterans Office

ADPR 4453 Media Planning and Strategy

Brian Kratkiewicz, Senior Vice President / Director of Media Innovation at CJRW
Brandon Viveiros, Senior Director of Digital & Media at Saatchi & Saatchi X
(now Vice President, Digital at Saatchi & Saatchi X)

ADPR 4473 Account Planning

Vilay Bradford, formerly Account Planner and currently Human Insights Manager for
Shopping Experience at the Clorox Company
Eleonora Pagano Lawson, Group Account Director of Shopper Marketing at TPN Retail

Other ADPR Courses Where Professionals Assessed Student Performance (These professional assessments were also considered.)

ADPR 4463 Campaigns

Mille Alderman, Brand Manager at the Clorox Company

ADPR 4143 Public Relations Writing

Members of the Public Relations Society of America Northwest Arkansas Chapter and the instructor's peers in the ADPR industry review student portfolios from the perspective of hypothetically looking to hire a recent graduate. Professionals review the portfolios for clarity, variety of samples, quality of writing, and offer feedback on how professional each student's writing is, where the portfolio needs improvement and whether the student exhibits a level of competency that would result in the professional bringing the student in for an interview.

ADPR 4473 Account Planning

Alumni working as professionals review students' presentations

Bret Ellington, former senior copywriter for CJRW and UA alum, now owner/freelancer at BRETCO Copy & Content

Bryce Harrison, former art director for CJRW and UA alum, now partner, BLKBOX

Among the changes the ADPR faculty instituted based on assessment were implementing a social media audit assignment in ADPR 3743 PR Principles to improve student performance in using Excel and appropriate technologies. Students use Excel to complete spreadsheets on influencer identification, a social media audit, and a social media posting plan ([ADPR Faculty Meeting 9-29-21.pdf](#)). The ADPR faculty added an item to the Midpoint and Capstone Assessment Rubric to assess student performance on all digital/technological resources (besides online/digital databases or reports and Excel). The goal was to monitor student progress on digital because the next cohort must complete the Digital Requirement. In ADPR 3723, the diverse target segment assignment was revised to include external research reports and videos on a diverse segment (e.g., a Nielsen report on Asian American consumers and videos on stereotypes of Asian Americans), to improve data analysis and critical thinking regarding a diverse segment. The assignment sought to educate students on a diverse target segment before they completed a creative brief and advertisement targeting Asian Americans ([ADPR Faculty Meeting 4-27-22.pdf](#)).

Additional details are available in the ADPR Assessment Report ([ADPR Assessment Report.pdf](#)).

JOUR BA: BROADCAST CONCENTRATION

While TV Reporting II is the primary capstone course, student performance in Producing is also assessed. Both classes use professionals as outside reviewers on final projects and websites. We use professional TV reporters, normally our grads in early stages of their careers, and news producers. The reviews are discussed by Broadcast faculty. Information and recommendations are plugged into syllabi, consistently. This information was used in creating the news producing class and is used to make sure our curriculum is current with such trends and use of digital reporting.

The outside professional reviewers were:

Tom Yazwinski, former reporter in multiple markets, and current news director for KEPN Pasco, Washington

Krystle Sherrill, KSN TV reporter, Wichita

Lauren Jackson, WBRC TV reporter, Birmingham, AL

Mallory Jordan, KAIT TV reporter, Jonesboro, AR

Jordan Betts, KSHB TV reporter, Kansas City.

As a result of assessment, among the changes the Broadcast Concentration faculty made are changing the rubrics in every broadcast class to place more emphasis on lede writing, an increased focus on using natural sound in all Broadcast courses, requiring students to produce stories that focus on diversity, increasing focus on graphics in the Producing class by examining real-life examples of graphics and how they're used in Broadcast to analyze whether and why student-produced graphics are effective, and focusing on audio recording and editing.

For more information see the Broadcast Assessment Report ([Broadcast Assessment Report.pdf](#)).

JOUR BA: JOURNALISM CONCENTRATION)

Professional journalists reviewed the capstone reporting projects and provided their assessment on reporting quality, writing quality, bias, sourcing, and context. The stories were a multimedia package that addressed racial discrepancies in student loan debt.

The outside professional reviewers were:

Donna Lonchar, former City Editor of the Northwest Arkansas Democrat Gazette

Rusty Turner, Editor of the Northwest Arkansas Democrat-Gazette

Ginny Monk, Reporter at the Connecticut Post

Other reviews by professionals.

The faculty brought in an outside consultant, Sarah Goforth, a former journalist, to discuss how to better position the concentration offerings for the modern media systems.

Sarah Goforth, Executive Director, Office of Entrepreneurship and Innovation,
Walton College of Business, University of Arkansas

As a result of assessment and the outside consultant's recommendations, the Journalism Concentration faculty substantially revised its curriculum to allow students to select from a wider variety of multimedia and digital news offerings, including broadcast classes, to fulfill the major requirements. The revision was intended to prepare students to become versatile journalists with marketable, multiplatform writing and production skills. The changes will allow students to learn to report and write for websites of online news organizations as well as magazines, newspapers and radio and television stations.

For more information, see the Journalism Concentration's Assessment report ([Journalism-NewsEd Assessment Report.pdf](#)).

5. In a digital file, list the major awards won by the unit's students in local, regional or national competitions during the review period. Limit to five a year.

See the supporting file titled Standard 3 Major Awards - [Standard 3 Major Awards.pdf](#)

6. In a digital file, list by specialty each member of the graduating class of 2019 and those graduates' current jobs. If practical, give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

When seniors take JOUR 4981 Journalism Writing Requirement, they complete a form indicating what their non-UA email address is as well as any employment or graduate school information available. These emails are used for the survey of graduates the following year and keeping in touch via the newsletter or other information about the School. We also periodically review LinkedIn for any changes in student employment. That way, we have the most current information possible when conducting the survey of employers of our graduates.

See the supporting file titled JOUR BA 2019 Graduates by Major ([JOUR BA 2019 Graduates by Major.pdf](#))

		Coverage Level in Course									
		BASIC 1			INTERMEDIATE 2			ADVANCED 3			
Broadcast Concentration Required Core Courses		1	2	3	4	5	6	7	8	9	10
Direct & Indirect Measures from Assessment Plan		Free Speech	Role of Professionals	Cultural Proficiency	Present Images/ Info	Write Correctly & Clearly	Work Ethically	Critical Thinking / Research	Numerical / Statistical	Critically Evaluate Work	Apply Tools / Techniques
JOUR 2032/2031L Broadcast News Reporting I & Lab		Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic
JOUR 3072/3071L Broadcast News Reporting II & Lab	First Out-of-Class Assignment (Direct)	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Advanced	Basic	Basic
JOUR 4863 Television News Reporting I		Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic
JOUR 4873 Television News Reporting II	Final Project (Direct)	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic
JOUR 4893 Television News Producing		Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic

		Coverage Level in Course									
		BASIC 1			INTERMEDIATE 2			ADVANCED 3			
Journalism Concentration Required Core Courses		1	2	3	4	5	6	7	8	9	10
Direct & Indirect Measures from Assessment Plan		Free Speech	Role of Professionals	Cultural Proficiency	Present Images/ Info	Write Correctly & Clearly	Work Ethically	Critical Thinking / Research	Numerical / Statistical	Critically Evaluate Work	Apply Tools / Techniques
JOUR 2013 News Reporting I	First Out-of-Class Assignment (Direct)	Basic	Advanced	Advanced	Basic	Basic	Advanced	Basic	Advanced	Advanced	Advanced
JOUR 3013 Editing		Basic	Basic	Basic	Advanced	Basic	Basic	Basic	Advanced	Basic	Advanced
JOUR 3123 Enterprise Journalism	Final Project (Direct)	Basic	Basic	Advanced	Basic	Basic	Basic	Basic	Basic	Basic	Basic

		Coverage Level in Course									
		BASIC 1			INTERMEDIATE 2			ADVANCED 3			
Multimedia Storytelling & Production Concentration Required Core Courses		1	2	3	4	5	6	7	8	9	10
Direct & Indirect Measures from Assessment Plan		Free Speech	Role of Professionals	Cultural Proficiency	Present Images/ Info	Write Correctly & Clearly	Work Ethically	Critical Thinking / Research	Numerical / Statistical	Critically Evaluate Work	Apply Tools / Techniques
JOUR 2003 Storytelling for Today's Media, OR	First Out-of-Class Assignment (Direct)	Basic	Basic	Basic	Basic	Basic	Basic	Advanced	Basic	Basic	Basic
JOUR 2013 News Reporting I	First Out-of-Class Assignment (Direct)	Basic	Advanced	Advanced	Basic	Basic	Advanced	Basic	Advanced	Advanced	Advanced
JOUR 2032/2031L Broadcast News Reporting I & Lab, OR		Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic	Basic
JOUR 2053 Multimedia Journalism		Basic	Basic	Advanced	Basic	Advanced	Advanced	Basic	Basic	Advanced	Basic
3000/4000 Level Capstone Courses	Final Project or Assignment (Direct)	Basic	Basic	Advanced	Basic	Advanced	Advanced	Basic	Basic	Advanced	Basic