

2016-2017 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by September 30, 2017. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. Please identify your department/program in the file name for your report.

College:

Department:

Program:

Assessment liaison:

1. Please check off whichever is applicable:

- A. **Measured student work within program major/options.**
- B. **Analyzed results of measurement within program major/options.**
- C. **Applied results of analysis to program review/curriculum/review/revision major/options.**
- D. **Focused exclusively on the direct assessment measurement of General Education Basic Skills outcomes**

2. Overview of Annual Assessment Project(s). On a separate sheet, provide a brief overview of this year's assessment activities, including:

- an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
- if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year's measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
- if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year's analyses and past and future assessment activities
- if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
- if your program implemented **option D**, exclusively or simultaneously with **options A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores

- in what way(s) your assessment activities may reflect the university's commitment to diversity in all its dimensions but especially with respect to underrepresented groups
- any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

3. **Preview of planned assessment activities for 2017-18.** Include a brief description as reflective of a continuous program of ongoing assessment.

Overview of Annual Assessment Project(s):

Annual Assessment Projects in the Journalism Department included work in the undergraduate program. As noted above, these projects measured student work and analyzed results of these measurements. FYI: The results of this year's studies will be shared with professors so they can learn from the assessments and find specific ways to close the loop. In addition, the results of prior assessment activities prompted the Department to make major changes to its core gateway lower division JOUR 110 and JOUR 210 classes (Writing, Reporting, Ethics I and II) in Fall 2016, which was assessed this year and will be revisited in the 2017-18 school year. The Department plans a major overhaul of the Journalism program and curriculum, with anticipated early implementation in Fall 2018. Faculty are paying close attention to assessment in the development of nine new courses and the modification of numerous others. Additional assessment projects, such as evaluating portfolios developed in a new capstone course (see Overview of Planned Activities, below), are planned to determine so that we can holistically evaluate for the first time the impact of these extensive and significant changes on the Journalism Program Learning Outcomes.

Direct assessment – JOUR 110 and 210 classes

In Fall 2016, the Journalism Department implemented a major change to its JOUR 110 and JOUR 210 classes (Writing, Reporting, Ethics I and II). Traditionally, these required news writing courses have been taught in a once-a-week, 2-hour-and-45-minute format. However, last fall, both JOUR 110 and 210 were split into two sections each – lecture and lab – that each meet for 1 hour and 40 minutes, for a total of 3 hours and 20 minutes per week. The impetus for making the change was prior assessment projects that showed some of our students were not thriving in these classes. After hearty discussions, faculty members determined that student needs would be better met if they were in the classroom with their professors twice a week, which would give them the opportunity for more supervised in-class writing time. Two student assignments in the JOUR 210 course (a public meeting story and a court story) were assessed to determine if the change had produced positive results. The assignments were chosen at random from classes before and after the split, taught by two different professors. Different aspects of the stories were assessed, including the first paragraph of the story (called the lead), the overall readability of the story, sources and quotes used, correct use of The Associated Press Style, and grammar. An assessment of these assignments provided evidence of moderate improvement in all categories, especially with their leads. It is still too early to know the full impact but, based on this assessment, we are encouraged by the improvement in

student work. Additional assessment projects, as outlined at the end of this report, are planned in the coming school year, focusing on JOUR 110 students, as well as a deeper look at JOUR 210.

Indirect assessment – Internships

Students in the JOUR 498 Senior Tutorial classes, consisting entirely of graduating seniors in their final semester, were surveyed in Spring 2017 so the Department could learn more about students' involvement with internships. In the news and public relations fields, internships are widely considered a necessary supplement to the bachelor's degree. Anecdotally, we know that students who complete one or more internships in their related field of study will generally find themselves more marketable after completing their degree. Employers typically consider students who've interned to be more prepared for the professional workplace than their peers who didn't do an internship.

Enrollment in the JOUR 494 AEE/BEE internship class, which also provides them with useful career-building skills, isn't required for Journalism majors. The course counts as three units of Journalism elective credit. The Accrediting Council on Education in Journalism and Mass Communication doesn't currently keep data on the national norms (database of 120 member schools in development); some colleges and universities require internships, while others do not.

Our enrollment from Fall 2014-Spring 2017 averaged 17 students during the fall semester and 29 students during the spring, representing fewer than 10 percent of our majors. This does not come as a surprise. We already knew there had been a steep decline in enrollment over the past several years, based on the self-study conducted for the Department's most recent national reaccreditation process, completed in 2015-16.

However, enrollment figures fail to tell the whole story about how many of our students do internships. Some students do an internship but don't enroll in the course because they haven't met the pre-requisites. Or they do a paid internship that doesn't require them to receive college credit. Because we suspected more students were actually doing internships than enrolling in the JOUR 494 AEE/BEE class, the Department developed a survey instrument (attached), using qualitative and quantitative questions, and administered it to all nine sections of JOUR 498 in Spring 2017. Of the 103 students surveyed, 44 had focused their studies on broadcast, 31 on public relations and 28 on print/online. Results of the mixed-method survey include these findings:

- A total of 67% (69 students) did an internship during college, compared to 33% (34 students) who did not complete any internship. Of those who did an internship, 35% (36 students) did one, 12% (13 students) did two, 12% (12 students) did three, 5% (five students) did four, 2% (two students) did five, and 1% (one student) did seven internships. Broken down by field of study, 21% of broadcast students did one or two internships, compared to 18% of public relations students, and 10% of print/online students.
- Students used a variety of methods to find their internships: 39% searched a company's website; 38% got a lead from a friend; 37% used a generic website that allowed them to enter their parameters; 23% learned about an internship from a professor; 12% were told by a family member, and 9% consulted *Monday Memo*, the Department's online blog that includes internship listings.

- Of those who applied but didn't do an internship, 50% said their application didn't result in an interview. A total of 23% said they were interviewed but were not offered the internship while another 5% said they were offered an internship but rejected it. A total of 4% of the 103 students said they didn't apply because they don't plan to go into the news or public relations fields after graduation. According to the responses to the qualitative questions, some students indicated they didn't apply because they considered their GPA too low to be competitive for an internship and while others said that paid work obligations and their class schedule prevented them from doing an internship.
- The majority of the internships completed by these Journalism students were unpaid (73%). A total of 13% of students who didn't do an internship said they didn't apply because they couldn't afford to work for free. Broken down by field of study, 47% of those were broadcast students, 33% were print/online students, and 20% were public relations students.
- In recent years, the Department has made a concerted effort to increase its efforts to educate students about the importance of doing an internship, where to find leads about internships and how to apply, in addition to job interview tips. For example, internship opportunities are listed in the Department's online blog called *Monday Memo* that is updated once or twice a week. Twice a semester, Prof. Stephanie Bluestein conducts workshops on how to find an internship. Every fall, the Journalism Alumni Association hosts its "Speed Mentoring" event so that students can talk in small groups with working professionals. And every spring, the Department organizes a Career Day, featuring panels of working professionals and recent successful grads, in addition to a resume review session. (All Department events are promoted in *Monday Memo*, through fliers posted in Manzanita Hall and via the Department's many social media accounts). A total of 43% students said they were aware of *Monday Memo* and 67% of students said they knew about Prof. Bluestein's workshops, of which 20% said they had attended. Outside of the Department, a total of 21% of students said they had sought help from the CSUN Career Center.
- When asked about ways the Department can further assist its students, 86% of respondents ranked a workshop on preparing a cover letter and resume as "important," 77% said a workshop on how to prepare for an interview was important, 77% said a workshop on how to succeed in an internship and their first full-time job was important. Qualitative responses indicated that students want professors to talk more during class and advisement about internships, send a weekly *Monday Memo* update via email, and bring professionals onto campus who have internships to offer.

The survey results give the Department some useful information about internships. We now know that approximately two-thirds of our students do at least one internship even though they are not all enrolled in the JOUR 494 AEE/BEE Internship class. We also have better information about why more students don't do internships and what the Department can do to increase awareness about opportunities and how students can be better encouraged to apply for internships. There are two strategies that can quickly and easily be implemented: Asking faculty to increase the time they spend in class talking about the importance of internships and encouraging students to apply well before their last semester; and emailing a weekly *Monday Memo* update to all Journalism majors so they are aware of internship openings. Another possible strategy would involve faculty visiting every JOUR 110 and 210 class in Spring 2018 to present workshops on resume and cover letter writing (for JOUR 110 students) and on finding

internships (for JOUR 210 students). This way, all Journalism majors would receive this vital information at the appropriate time in their college careers.

Overview of planned activities:

In 2017-18, the Department assessment committee will work on the following projects:

- Conduct a survey of the Fall 2017 JOUR 498 students so the Department will have two semesters of data. A few minor changes will be made to the survey instrument but essentially it will be the same.
- Conduct a more robust assessment of JOUR 110 and 210 writing assignments to provide further information about how changes in the courses have impacted student learning.
- Engage outside professionals to review samples of cohorts of students' portfolios, such as the work produced in student media outlets: The Sundial, El Nuevo Sol, Agency 398, KCSN News and Valley View/Matador News. This was strongly encouraged by the national site team visitors during the Department's most recent ACEJMC reaccreditation process, completed in 2015-16. Professionals including alumni, who are more removed from the program, rather than current faculty members, can give more objective, professional reviews and assessments. Also, alumni have a special interest in increasing the strength of the program. This effort will allow us to accumulate such sampled information/data about cohorts of students over time so we can use the findings to make decisions about changes in the curriculum.

Survey om INTERNSHIPS for students in Jour 498 in Spring '17

Thank you very much for taking a few minutes to answer some questions about internships.

My emphasis (as determined by the practicum class I took):

Public Relations Broadcast Print/Online Photojournalism

1. How many internships--including any internship you're currently doing this semester--did you have during college? _____
2. How many of your internships were **paid**? _____
3. Did you ever enroll in the CSU Entertainment Initiative online class? YES NO
4. If you didn't have any internship during college did you apply to any internships? YES NO
5. If you didn't apply to any internship, what was the reason(s)? Mark all that apply.
 - a. I didn't know of any internship opportunities.
 - b. I didn't understand how to apply.
 - c. I couldn't afford to do an unpaid internship.
 - d. I didn't have the spare time to do an internship.
 - e. I didn't understand the importance of internships.
 - f. I am already working in the field so I don't need an internship.
 - g. I don't plan to go into journalism or PR after I graduate.
 - h. another reason (please state):

6. If you applied but didn't do an internship was it because
 - a. you weren't called in for an interview.
 - b. you interviewed but weren't offered an internship.
 - c. you interviewed and were offered an internship but rejected it.
 - d. another reason (please state):

7. Were you aware that every semester the department hosts a workshop in Manzanita Hall about how to find an internship? YES NO
8. Did you ever attend this workshop? YES NO
9. Were you aware that internship opportunities are listed in the Monday Memo online departmental newsletter? YES NO
10. Did you seek assistance from the CSUN Career Center? YES NO

11. In general, how did you find out about internships that you applied to? Mark all that apply.

- a. From an internship website that allowed me to enter my search parameters
- b. From the company's website
- c. By calling the company
- d. From the Journalism Department's Monday Memo online newsletter
- e. From a professor
- f. From a friend
- g. From a family member
- h. From CSUN's Career Center (including SunLink)

Other (please state):

12. Please indicate the importance of this free assistance to you, personally

	Important	Somewhat important	Useless
a. Internship listings online			
b. Workshop on how to prepare your resume and cover letter			
c. Workshop on how to prepare for your job interview			
d. Workshop on how to succeed in your internship and your first full-time job			
e. Other, please specify			

13. What else could the Journalism Department have done to help you in regards to internships?

Thank you for participating in this survey.