

Ball State University
School of Journalism and Strategic Communication
Assessment Plan 2021-2023

Approved by Full Faculty: Monday, Sept. 20, 2021

To meet Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) expectations, the Ball State University School of Journalism and Strategic Communication (SJSC) will specifically focus its assessment program on measuring student learning outcomes, which parallel the ACEJMC's Professional Values and Competencies.

1. Legal Understanding

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;

2. Historical Understanding

- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;

3. Diversity Understanding

- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;

4. Conceptual Understanding and Application (Images and Information)

- present images and information effectively and creatively, using appropriate tools and technologies;

5. Writing

- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

6. Ethical Understanding

- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;

7. Critical Thinking

- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;

8. Quantitative Competency

- effectively and correctly apply basic numerical and statistical concepts;

9. Evaluative Competency

- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;

10. Tool Competency

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

Measures of Student Learning Outcomes

ACEJMC's 10 professional values and competencies will be assessed via a combination of **direct** and **indirect** measures of student learning and program level outcomes.

Direct

1. External Capstone Evaluation - Graduating students' professional values and competencies will be assessed via evaluation of capstone course projects by qualified working professionals separate from course grading by faculty.
2. Exit Exams - Graduating students' professional values and competencies will be assessed via general journalism and major/concentration-specific exit examinations.
3. Supervisor Internship Evaluations - Students' professional values and competencies will be assessed via supervisor internship performance reports.
4. University Core Curriculum (UCC) Tier 1 and Tier 3 Assessment - Students' professional values and competencies will be evaluated through objective questions on a final exam.

The target-level proficiency for applicable direct measures will be 60 percent for each Student Learning Outcome assessed with the goal of steady improvement year-to-year.

Indirect

1. Students' opinions related to program effectiveness will be assessed via a graduating senior survey and/or focus group.
2. Students' portfolios will be evaluated according to concentration-specific criteria.
3. Students' professional values and competencies will be assessed via evidence of professional proficiency (awards, publications, etc.).
4. SJSC graduates/alumni will be surveyed three years following graduation about employment status in their major fields of study and on other topics related to program assessment.

The school's Assessment Coordinator and Assessment Task Force are responsible for data collection and analysis, and for producing an annual report that summarizes all findings and addresses weaknesses and strengths. Once complete, this report will be reviewed by the school director and the Concentration Leadership Committee who will assist in the development of remediation plans and/or curriculum changes. New proficiency targets will be set as needed. The final report, proposed curriculum changes and targets will ultimately be reviewed and approved by full faculty.