

Annual Assessment Report

IU School of Journalism at IUPUI

September 7, 2012



Learning Outcomes

The School of Journalism continues to develop relevant curricula to respond to today's rapidly changing media world. Courses are constantly being reviewed, updated and changed to meet market demands and accommodate the evolving technology. Attention also is paid to the challenges and opportunities for meeting community information needs and greater involvement of the public in the newsgathering process.

Along with traditional journalism education, skill sets are being taught for new media, online journalism and podcasting. Students learn about visual communications in a digital world, multimedia storytelling, and online tools and resources. At the same time, scholarly research and fieldwork continue to be mainstays of the journalism program.

An important step in assessment of our program is to seek accreditation again from the Accreditation Council of the Association for Education in Journalism and Mass Communication. The standards worked out with professional organizations and academics in our field provide the best guidelines for designing curriculum and policies that provide students with the knowledge and skills necessary to succeed in our field.

We completed a major revision of our curriculum and course requirements during the spring semester. The school did not seek reaccreditation on this campus in 2007, and the curriculum evolved into a form that would not meet accreditation standards. It was very prescriptive, offering students few options, and required 47 credit hours in the school in order to qualify for graduation. Because it was so defined the curriculum restricted opportunities for students to change tracks and made it very difficult for students who wanted to change majors to journalism. The requirements for graduation were so complicated that it confused many students and made advising difficult. Possibly the most notable difference is a reduction in the number of journalism school courses required for our degree to 39 credit hours.

This report lists learning outcome tables for each program and then describes some assessment methods we use.



PLANNING FOR LEARNING AND ASSESSMENT – IU School of Journalism at Indianapolis, 2012

Department/Program: IU School of Journalism at Indianapolis/Bachelor of Arts in Journalism – Undergraduate Journalism Concentration and Undergraduate Journalism Certificate

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Apply the basic principles of journalism such as accuracy, fairness and public service.</p>	<p>Students will demonstrate reporting basics, such as interviewing, building source networks, and ensuring accuracy, in writing assignments.</p> <p>Students will produce fair and balanced coverage.</p> <p>Students will select story topics that help to serve the public and that keep the line between sensationalism and news.</p>	<p>Students write papers, take part in discussions and listen to guest speakers in courses like J110 Foundations of Journalism & Mass Communication, J200 Reporting, Writing and Editing I, and J341 Newspaper Reporting.</p> <p>Students study examples in class of inaccurate and unfair reporting. They also study examples of serving the public through journalism.</p> <p>The School requires students to complete an internship so that they can practice fair and accurate journalism in a newsroom setting under the supervision of a professional.</p>	<p>Professors give quizzes, examinations and writing assignments to evaluate the students' grasp on the principles of journalism.</p> <p>Alumni complete surveys.</p> <p>Guest speakers and panelists can give feedback to the professor about how engaged and students are about the principles of journalism.</p> <p>The School's internship adviser receives evaluation e-mails and questionnaires from students' internship supervisors.</p>	<p>Alumni surveys found that graduates feel it's important to prepare students for work in social media and graphic, visual and web journalism, including HTML, video and photography.</p> <p>Questionnaires for guest speakers and panelists are under development.</p> <p>Feedback from internship supervisors shows good student practice of basic principles.</p>	<p>Based on feedback from alumni surveys, the School has added more information about using social media (Twitter, Facebook, blogging, etc.) to disseminate journalism and more visual, graphic and digital journalism instruction to its courses.</p>
<p>Discuss the legal and ethical underpinnings of mass media in the U.S.</p>	<p>Students will produce stories that abide by ethical guidelines, like minimizing harm, and that follow the law, such as avoiding libel.</p>	<p>Students will take part in lectures, discussions and speakers in classes such as J300 Communications Law and J410 The Media as Social Institutions (Journalism ethics course).</p> <p>Journalism student organizations, such as the chapters of the Society of Professional Journalists (SPJ) and the National Association of Black Journalists (NABJ), spread the message of upholding ethical and legal standards. Membership is not mandatory for students, but is encouraged.</p>	<p>Professors assess students on their knowledge of ethical and legal issues via papers, examinations and projects.</p> <p>Internship employers evaluate the student's grasp of legal and ethical issues as part of their midpoint and final evaluations.</p> <p>Class discussions help the School evaluate the effectiveness of legal and ethical courses.</p>	<p>Class discussions in the J410 capstone course indicated that students wanted to participate in more fieldwork.</p>	<p>More fieldwork was added to J410. Students developed a collaborative project on a media ethics issue of national importance.</p>

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<p>Interpret and use the principles of digital, online and print design.</p>	<p>Students produce stories that follow basic principles of digital, online and print design.</p>	<p>Students will create digital, online and print designs through courses such as J463 Graphic Design I and J210 Visual Communication.</p> <p>Students can also sharpen their design skills with an internship at a professional publication or website or IUPUI's student newspaper, the <i>Campus Citizen</i>.</p>	<p>Professors evaluate students on design projects and quizzes and exams.</p> <p>Teaching/course evaluations assess how much students feel they've learned about design.</p> <p>The student's internship supervisor will fill out an online assessment form at the midpoint and the end of the internship.</p>	<p>An internal review of grades indicates that many students struggle with design/visual communication courses.</p>	<p>The School is now considering ways to support and prepare students to interpret and use the principles of digital, online and print design.</p>
<p>Discuss and practice the principles of communicating clearly through print, digital and visual media.</p>	<p>Student work will show clear, concise writing and use of visuals and graphics to help tell a story.</p>	<p>Students will complete projects, reading assignments, writing assignments and discussions in classes such as J200 Reporting, Writing and Editing I; J351 Newspaper Editing; J463 Graphic Design I; J210 Visual Communication and J343 Broadcast News.</p> <p>Students often take courses with adjunct faculty. These are media professionals who do journalism day in and day out. They are keenly aware of market demands and the skill sets needed to succeed in the media world.</p> <p>Students practice communicating clearly through internship work.</p>	<p>The School uses teaching/course evaluations to grade the quality of instruction and student opinions about the value of courses.</p> <p>Alumni complete surveys.</p> <p>Faculty evaluate whether students are communicating clearly through class assignments.</p> <p>The School receives feedback from internship supervisors about interns' abilities to write clearly and correctly via a midpoint and final online evaluation form.</p>	<p>Through teaching/course evaluations and discussions with faculty members and the academic advisor, the School realized that students thought J100 Computer Methods for Journalism did not contribute enough to their professional development.</p>	<p>J100 Computer Methods for Journalism has been eliminated as a requirement for the Bachelor of Arts in Journalism.</p>

Department/Program: IU School of Journalism at Indianapolis/Bachelor of Arts in Journalism – Undergraduate Journalism Concentration and Undergraduate Journalism Certificate

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<p>Explain the function and impact of journalism and mass communication.</p>	<p>Students demonstrate in class assignments and papers an understanding that news media have a number of functions, such as watchdogs for the public.</p>	<p>Several journalism courses explain the function and impact of journalism and mass communication, including but not limited to J110 Foundations of Journalism & Mass Communication; J450 History of Journalism; J409 Media Management; and J410 The Media as Social Institutions.</p> <p>Adjunct faculty members share stories about the impact they and/or their colleagues made on society (and individuals) while doing daily journalism work</p>	<p>Professors assess student understanding of the function and impact of journalism and mass communication through quizzes, examinations and projects.</p> <p>Students can tell the School if they feel they were prepared for a journalism career and fully understood the function and impact of journalism through surveys after graduation.</p> <p>On-the-job work (internships) helps students understand the function and impact of journalism.</p>	<p>Fifty-eight percent of respondents to an alumni survey said that their college education prepared them “very well” for the real world (i.e., a job in journalism). Forty-one percent indicated “somewhat” and one percent answered “not at all.”</p>	<p>The School continues to emphasize the function and impact of journalism and mass communication in classes.</p>
<p>Classify and separate different audiences for mass communication.</p>	<p>Students will exhibit skills in new media, online journalism and podcasting – all of which reach varied audiences and readerships.</p>	<p>Students are required to take J200 Reporting, Writing and Editing I, a seminar course that stresses the creation of journalistic stories for diverse audiences.</p> <p>Students can take classes in varied forms of journalism, such as J150 Intro to Sports Journalism, J315 Feature Writing and J415 Literary Journalism. These formats all may have slightly different audiences than traditional news stories do.</p> <p>Students will practice classifying and separating different audiences while doing their required media internship.</p>	<p>Students are evaluated in courses such as J200, J150, J315 and J415 by their coursework, especially through their story ideas, written assignments and test scores.</p> <p>Students can also be evaluated for this skill set through surveys from their internship supervisors. As an example, a publication's print audience and web audience may be different. Internship employers will expect students to be able to write for both audiences.</p>	<p>Respondents of an alumni survey emphasized the importance for students to understand different types of media – social media, web design, interactive work, blogging, etc. They appreciated that the School gave them the opportunity to write for different forms of media.</p> <p>Internship evaluations show that many students do a variety of media work during their internships – web, print, fact-checking, HTML, etc.</p>	<p>The School has added more information about different audiences for mass communication to its courses.</p>

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<p>Design and execute an effective job search in journalism.</p>	<p>Students will be able to write and design a strong resume and cover letter, build and maintain a portfolio of their work and successfully complete an interview with a potential employer.</p>	<p>Students are required to take J402, a 1-credit course called Careers in Journalism. Students build a portfolio and take part in resume critiques and mock interviews.</p> <p>The Director of Advising Services and Outreach provides career advice, resume critiques and networking advice on a consistent (often informal) basis.</p> <p>In the future, the School can facilitate mentorships between students and alumni advisory board members. Alumni can give career advice and, ideally, job leads.</p>	<p>Students complete teaching/course evaluations to help the School determine if J402 is an effective course,</p> <p>Students fill out surveys after graduation to assess job placement and career advising.</p> <p>Alumni complete surveys.</p>	<p>An alumni survey indicated that many graduates are working in the field – examples include a Communications Manager, Sports Information Director, Social Media Manager, Photojournalist, Business Editor, Copy Editor/Web Producer and Graphic Designer. Employers include <i>Indianapolis Monthly</i>, <i>Dallas Morning News</i>, <i>American Medical News</i>, <i>Indiana Law Review</i>, WISH-TV and WRTV-6.</p>	<p>The recent hiring of a Director of Advising Services and Outreach – with career advising as part of this job description – will ensure that students receive one-on-one career advising and job placement assistance.</p>
<p>Conduct research for news stories using a variety of sources and evaluate the accuracy of information sources.</p>	<p>Students will be able to effectively cultivate and, in many cases, build relationships with trusted and informative sources for news articles.</p>	<p>Students learn to research and report via required reporting classes J200 Reporting, Writing and Editing I and J341 Newspaper Reporting. They can choose to take other reporting-based classes as electives.</p> <p>IUPUI has a student newspaper called the <i>Campus Citizen</i> that students can utilize to sharpen their research and reporting skills. As of Fall 2012, students have the option of doing their required internship at the <i>Citizen</i>.</p>	<p>Professors assess students by assignment, quiz and exam grades in reporting classes.</p> <p>Students assess the reporting courses with teaching/course evaluations and students will assess their experience in the <i>Campus Citizen</i> internship via teaching/course evaluations. By the same token, their internship advisor (an adjunct faculty member) will evaluate their work via critiques and an online form (in the middle and at the end of the internship).</p>	<p>After reviewing course evaluations in previous semesters, the School learned that students thought J201 Reporting, Writing and Editing II did not contribute enough to their professional development.</p>	<p>J201 Reporting, Writing and Editing II has been eliminated as a requirement for the Bachelor of Arts in Journalism.</p>

PLANNING FOR LEARNING AND ASSESSMENT – IU School of Journalism at Indianapolis, 2012

Department/Program: IU School of Journalism at Indianapolis/Bachelor of Arts in Journalism – Undergraduate Public Relations Concentration and Undergraduate Public Relations Certificate

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Apply the basic principles of public relations such as media relations, employee communication, and community relations	Students should produce written and verbal communication that would effectively reach internal and external audiences. They should be able to write effective press releases, standby statements and other pertinent PR pieces that are targeted to internal and external audiences.	Effective communication targeted to specific audiences is expected. In all classroom assignments, research projects, oral presentations and exams.	Faculty evaluation of assignments, projects, presentations and exams, reactions from clients in PR service learning projects, and feedback from internship supervisors.	Most students demonstrate the appropriate level of knowledge about target messaging to audiences across the span of PR classes (including J 219, J428, and J429)	Continue to address verbal and written ability to communicate messages to internal and external audiences in all public relations core courses.
Discuss the legal and ethical underpinnings of public communication in the US.	Students should demonstrate comprehension of journalism and public relations and copyright law through correct evaluation of situations in case studies and in their written and oral assignments in class.	All students are required to take our communication law class and our stand-alone capstone course on ethics. Several classes require students to analyze cases dealing with ethical and legal boundaries in class.	Evaluated on ability to identify proper ethical and legal considerations in case studies and demonstrate knowledge of ethics and law in research papers and exams.	There is some uneven knowledge about ethical and legal underpinnings displayed orally and written across some classes.	Add additional emphasis on ethics and legal issues in most PR classes. Also we have combined our journalism and public relations ethics classes into one unit so students will receive a broader context for thinking about ethics.
Interpret and use principles of digital and print design.	Ability to identify differences in print and on-line structure of visual displays and writing and execute appealing and effective public relations	Students learn these skills in required visual communication and writing courses. At the end of several courses, teams of students are required to produce public relations campaigns, including digital design and visual elements for non-profit organizations.	Faculty evaluation of classroom assignments, and end of year evaluation by service learning clients on quality of digital and print projects.	Feedback from professionals in the field and service-learning clients suggest that we need to place even more emphasis on digital communication in the social media realm.	We are incorporating more social media into a number of our skills courses and assignments.

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Discuss and practice the principles of ethical and effective informative and persuasive writing.	Students should be able to advocate positions through persuasive messages that adhere to the ethical standards of accuracy and fairness.	An independent ethics class is offered. Additionally, students are given in-class readings of case studies involving misrepresentation and inaccurate information	Faculty evaluate persuasive messages produced in writing classes and service learning campaigns to ensure that they adhere to ethical principles.	Beginning students in the early writing courses sometimes have difficulty separating facts from their opinions.	Ongoing emphasis on accuracy and fairness in all types of written and oral messages, with re-iteration in upper level classes.
Explain the roles and functions of public relations	Ability to verbally differentiate the PR tasks one performs for the five areas of public relations agencies, non-profits, corporations, government and self-employed fields.	Classroom discussion, assignments, and oral presentations that allow students to explore and analyze the roles and functions of all major PR divisions.	Faculty evaluation of verbal and written analysis of roles and functions. Visits from professionals who interact with students about roles and functions.	Fairly uniform results in beginning PR classes displaying knowledge of PR functions and roles.	Ongoing emphasis on written and oral competencies of PR functions and roles in beginning PR classes, with re-iteration in upper level classes.
Discuss and execute persuasive communication strategies	Students must be able to plan, organize, and conduct effective public relations campaign, from initial issue recognition stage through evaluation of its impact.	Several of the earlier courses build skills that culminate in service-learning opportunities with local not-for-profit organizations.	Evaluation and feedback by public relations clients and faculty members on service learning projects through regularly spaced semester intervals.	Client feedback has been positive, as to the professionalism and value of project deliverables. Students report on course evaluations and in exit interviews that the experience is valuable.	Continue to form more community partnerships to offer more service learning projects that allow execution of each strategic step of the campaign process
Design and execute an effective job search in public relations.	Students would be able to write effective resumes, produce a portfolio that displays effective verbal and visual skills and know what opportunities are available in their field.	Students must complete a one-credit hour career course that focuses on career opportunities, resume writing, and portfolio building. Also students must complete an internship.	Critiques of job-hunting materials and job-hunting strategies in the careers course. Also feedback from internship supervisors. Exit interviews quiz students about their jobs	Feedback from professionals and internship supervisors stress the need for these skills in a tight job market. Internships are very important stepping stones to careers.	Because of the feedback we have hired a Director of Advising services and Outreach to help advise students in job hunting efforts and to develop more internship opportunities.
Design research to support and evaluate public relations campaigns.	Effective design and completion of formative and evaluative research techniques within a public relations campaign project.	Students are given service-learning projects with area not-for profits in which they must incorporate qualitative and quantitative formative and evaluative research.	End of semester evaluations on research and campaigns from non-profit service learning clients; evaluation from faculty at interval periods throughout semester; student evaluation of progress in research skills at year end.	Some student feedback indicated an overlap and redundancy of the two research campaign classes. Semester end feedback from non-profit, service learning clients indicate usefulness of research practices to their field.	The two departmental research classes were combined (J428/429) to eliminate the overlap.

PLANNING FOR LEARNING AND ASSESSMENT – IU School of Journalism at Indianapolis, 2012

Department/Program: IU School of Journalism at Indianapolis/Bachelor of Arts in Journalism – Undergraduate Sports Journalism Concentration

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Apply the basic principles of journalism such as accuracy, fairness and public service.</p>	<p>Students will demonstrate reporting basics, such as interviewing, building source networks, and ensuring accuracy, in writing assignments.</p> <p>Students will produce fair and balanced coverage.</p> <p>Students will select story topics that help to serve the public and that tow the line between sensationalism and news.</p>	<p>Students write papers, take part in discussions and listen to guest speakers in courses like J110 Foundations of Journalism & Mass Communication, J200 Reporting, Writing and Editing I, J341 Newspaper Reporting, J360 Issues in Sports Journalism, & J460 Scandals, Sports & Society.</p> <p>Students study examples in class of inaccurate and unfair reporting. They also study examples of serving the public through sports journalism.</p> <p>The School requires students to complete an internship so that they learn basic principles in a newsroom setting under the supervision of a journalist.</p> <p>In sports, students have opportunities to work on student news bureaus that cover events and publish stories on such events as the men's Final Four and Super Bowl.</p>	<p>Professors give quizzes, examinations and writing assignments to evaluate the students' grasp on the principles of journalism.</p> <p>Guest speakers and panelists can give feedback to the professor about how engaged and students were about the principles of sports journalism.</p> <p>The School's internship adviser receives evaluation e-mails and questionnaires from students' internship supervisors.</p> <p>Newspapers in IN and beyond pick up students' stories at the sports news bureaus and provide feedback on content.</p>	<p>Alumni surveys found that graduates feel it's important to prepare students for work in social media and graphic, visual and web journalism, including HTML, video and photography.</p> <p>Questionnaires for guest speakers and panelists are under development. -Evaluation forms from internship supervisors show good understanding of basic principles.</p>	<p>Based on feedback from an alumni survey, the School has added more information about using social media (Twitter, Facebook, blogging, etc.) to disseminate journalism and more visual, graphic and digital journalism instruction to its courses.</p>

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1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Discuss the legal and ethical underpinnings of mass media in the U.S.</p>	<p>Students will produce stories that abide by ethical guidelines, like minimizing harm, and that follow the law, such as avoiding libel.</p>	<p>Students will take part in lectures, discussions and speakers in classes such as J300 Communications Law and J410 The Media as Social Institutions (Journalism ethics course), J345 Sports Writing, J361 Issues in Sports Journalism, and J460 Research - Scandals, Sports & Society.</p> <p>Journalism student organizations, such as the chapters of the Society of Professional Journalists (SPI) and the National Association of Black Journalists (NABJ), spread the message of upholding ethical and legal standards. Membership is not mandatory for students, but is encouraged by the Director of Advising Services and Outreach and by faculty members.</p>	<p>Professors assess students on their knowledge of ethical and legal issues via written papers, examinations and projects.</p> <p>Internship employers evaluate the student's grasp of legal and ethical issues.</p> <p>Class discussions help the School evaluate the effectiveness of legal and ethical courses.</p>	<p>Class discussions in the J410 capstone course indicated that students wanted to participate in more fieldwork</p>	<p>More fieldwork was added to J410. Students developed a collaborative project on a media ethics issue of national importance.</p>
<p>Interpret and use the principles of digital, online and print design.</p>	<p>Students produce stories that follow basic principles of digital, online and print design.</p>	<p>Students will learn design through courses such as J463 Graphic Design I and J210 Visual Communication.</p> <p>Students can also sharpen their design skills with an internship at a professional publication or website or IUPUI's student newspaper, the <i>Campus Citizen</i>.</p>	<p>Professors evaluate students on design projects and quizzes and exams.</p> <p>Teaching/course evaluations assess how much students feel they've learned about design.</p> <p>The student's internship supervisor will fill out an online assessment form at the midpoint and the end of the internship.</p>	<p>An internal review of grades indicates that many students struggle with design/visual communication courses.</p>	<p>The School is now considering ways to support and prepare students to interpret and use the principles of digital, online and print design.</p>

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<p>Discuss and practice the principles of communicating clearly through print, digital and visual media.</p>	<p>Student work will show clear, concise writing and use of visuals and graphics to help tell a story.</p>	<p>Students will do projects, reading assignments, writing assignments and discussions in classes such as J200 Reporting, Writing and Editing I; J351 Newspaper Editing; J463 Graphic Design I; J210 Visual Communication and J343 Broadcast News. Additionally, they'll do this through J345 Sports Writing & J361 Issues in Sports Journalism.</p> <p>Students often take courses with adjunct faculty, who are keen to clear and concise communication because they do journalism day in and day out. Students will practice skills they learn in classes out in the field in internships and National Sports Journalism Center student news bureaus (Indianapolis 500, Super Bowl, Big Ten football and basketball).</p>	<p>The School uses course evaluations to grade the quality of instruction and student opinions about the value of courses.</p> <p>Alumni complete surveys.</p> <p>Faculty evaluate whether students are communicating clearly through class assignments.</p> <p>The School receives feedback from internship supervisors about interns' abilities to write clearly and correctly via a midpoint and final online evaluation form.</p>	<p>Through teaching/course evaluations and discussions with faculty members and the academic advisor, the School realized that students thought J100 Computer Methods for Journalism did not contribute enough to their professional development.</p>	<p>J100 Computer Methods for Journalism has been eliminated as a requirement for the Bachelor of Arts in Journalism.</p>
<p>Explain the role of sports media and their symbiotic relationship with the sports industry.</p>	<p>Students show an understanding of the interrelated and interdependent relationships between sport and media and the mutually beneficial synergies in assignments and discussions.</p> <p>Students demonstrate mastery of the importance of sport and its impact on ratings, circulation and revenue. Additionally, they will learn the media's impact on sport's popularity and prestige in American and foreign cultures.</p>	<p>Several journalism courses explain the function and impact of journalism and mass communication, including but not limited to J110 Foundations of Journalism & Mass Communication; J450 History of Journalism; J409 Media Management; and J410 The Media as Social Institutions. Specific sport courses include J150 Introduction to Sports Journalism, J345 Sports Writing, J361 Issues in Sports Journalism, J460 Research – Scandals, Sports & Society. Adjunct faculty members share stories about experiences in industry. Academics share knowledge and research on sport, media and their powerful places in society.</p>	<p>Professors assess student understanding of the function and impact of sports journalism and mass communication through quizzes, examinations and projects.</p> <p>Students can tell the School if they feel they were prepared for a journalism career and fully understood the function and impact of sports media as a business and practice through surveys after graduation.</p> <p>On-the-job work (internships) helps students understand the function and impact of journalism</p>	<p>Fifty-eight percent of respondents to an alumni survey said that their college education prepared them "very well" for the real world (i.e., a job in journalism). Forty-one percent indicated "somewhat" and one percent answered "not at all."</p>	<p>The School continues to emphasize the function of impact of sports journalism and mass communication in classes and the dynamics of the industry and interrelationships.</p>

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<p>Examine the treatment of social, economic, political, and legal issues in sports journalism.</p>	<p>Classes and assignments address legal issues and cases that impact industry; ethnic diversity in newsrooms and influences on content and coverage; political aspects of sport at national and global sporting events; economic aspects in broadcast rights, advertising revenue, marketing, licensing, and naming rights just to name a few.</p>	<p>Students take J345 Sports Writing, a skills course that enables them to write game stories, features, enterprise stories and columns. They address a wide variety of issues in the sport industry – its players, athletes, teams, leagues and issues.</p> <p>Students take J361 Issues in Sports Journalism, which requires heavy reading and writing on relevant issues in industry – race, gender, homophobia and sport, legal cases (i.e. Penn State, Michael Vick), economic issues (NFL broadcast rights, Super Bowl advertising dollars and impact on industry and society). It involves discussion and debates, as well as book reviews, critical essays and a final project.</p> <p>Professors bring in leading sports journalists and executives from the National Sports Journalism Center's advisory board to expound on important topics. The National Sports Journalism Center hosts events and panels on key industry issues with leading sports media executives and professionals.</p>	<p>Students are evaluated in courses by their coursework, especially through their story ideas, written assignments and final papers and projects.</p> <p>Students are evaluated for the story ideas they produce for the NSIC student news bureaus.</p>	<p>Students do understand that sports coverage involves more than game stories, and many can produce ideas for issue stories.</p>	<p>We will continue to stress the need to cover these important topics in the stories they cover.</p>

Department/Program: IU School of Journalism at Indianapolis/Bachelor of Arts in Journalism – Undergraduate Sports Journalism Concentration

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Explain factors that influence sports journalism content, and their significance.</p>	<p>Through assignments, students demonstrate mastery of issues within and outside media organizations affecting content. This includes work routines, 24/7 news outlets, personal and societal factors and the evolution of technology.</p> <p>As aspiring journalists, students understand and practice news value, judgment, ethics and professionalism in classroom assignments and field-work.</p> <p>They demonstrate understanding of the journalist-source relationship and why that is important.</p>	<p>Students take requisite journalism courses that build a strong foundation and then enhance their skills and knowledge with sport specific courses. J150 Introduction to Sports Journalism, J345 Sports Writing and J361 Issues in Sports Journalism address all aspects of sports journalists' jobs and integrate practice and theory.</p> <p>Students learn to be multi-faceted in a transitory and fragmented sports media environment. They learn their role and responsibility in processing and disseminating content, and the importance of reporting, writing, editing, visual storytelling and digital skills.</p>	<p>Students complete teaching evaluations to help the School determine courses are effective, and if the instructors were effective.</p> <p>Students fill out surveys after graduation to assess job placement and career advising.</p>	<p>Assessment findings are determined by the answers to teaching evaluations.</p> <p>Assessment findings are also determined by the answers to the student surveys. The School has received a small number of respondents to the survey for May 2012 graduates.</p>	<p>The recent hiring of a Director of Advising Services and Outreach – with career advising as part of this job description – will ensure that students receive one-on-one career advising and job placement assistance.</p> <p>The Director of Advising Services and Outreach will work with the Dean to reestablish an alumni advisory board.</p> <p>The Dean and Academic Director discuss curriculum, feedback and suggestions to determine which courses need to be modified.</p>

PLANNING FOR LEARNING AND ASSESSMENT – IU School of Journalism at Indianapolis, 2012

Department/Program: IU School of Journalism at Indianapolis – Minor in Advertising

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Apply the basic principles of advertising theory.	Students would apply the principles when they write advertising copy and plan advertising campaigns.	J320, Principles of Creative Advertising and J420 Advertising Research and Management.	Exams and papers, Feedback from Clients for advertising campaigns and supervisor comments from internships	The minor is new and we have not had enough students complete it to produce meaningful evaluations.	
Discuss the legal underpinnings of advertising in the U.S.	Students would be able to describe the legal realm and demonstrate their understanding in advertisements and advertising campaigns that they produce in classes	J-300 Communications Law, J335, Retail and Direct Advertising and J438 Advertising Issues and Research.	Exams and papers in the law class and understanding issues in the issues and research class.		
Interpret and use the principles of digital, on-line, and print design.	Students produce stories that follow basic principles of digital, online and print design.	Students will create digital, online and print designs through courses such as J463 Graphic Design I and J210 Visual Communication.	Professors evaluate students on design projects and quizzes and exams. Teaching/course evaluations assess how much students feel they've learned about design.		
Discuss and practice the principles of ethical and effective informative and persuasive writing in advertising.	Students should be able to advocate positions through persuasive messages that adhere to the ethical standards of accuracy and fairness.	Ethics units are included in several of the journalism and advertising classes. Additionally, students are given in-class readings of case studies involving ethical issues.	Faculty evaluate persuasive messages produced in writing classes and service learning campaigns to ensure that they adhere to ethical principles.		
Explain the roles and functions of advertising.	Ability to verbally differentiate the advertising tasks one performs in advertising agencies and other organizations.	Classroom discussion, assignments, and oral presentations that allow students to explore and analyze the roles and functions of advertising in journalism and mass media	Faculty evaluation of verbal and written analysis of roles and functions. Visits from professionals who interact with students about roles and functions.		

Department/Program: IU School of Journalism at Indianapolis – Minor in Advertising

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Discuss and execute persuasive communication strategies in advertising.	Students must be able to plan, organize, and conduct effective advertising campaign, from initial issue recognition stage through evaluation of its impact.	All four of the advertising courses required contain elements of this, and students are required to put them together in J438, Advertising Issues and Research	Evaluation and feedback by faculty members in the courses.		
Design and execute an effective job search in advertising.	Students will be able to write and design a strong resume and cover letter, build and maintain a portfolio of their work and successfully complete an interview with a potential employer.	<p>Students are required to take J40, a 1-credit course called Careers in Public Relations and Advertising. Students build a portfolio and take part in resume critiques and mock interviews.</p> <p>The Director of Advising Services and Outreach provides career advice, resume critiques and networking advice on a consistent (often informal) basis.</p>	<p>Students complete teaching/course evaluations to help the School determine if J402 is an effective course, and if the instructor was an effective teacher.</p> <p>Students fill out surveys after graduation to assess job placement and career advising.</p>		
Formulate research to support and evaluate advertising campaigns.	Effective design and completion of formative and evaluative research techniques within an advertising campaign project.	Students learn in J420 Advertising Research and Management about research methods used to evaluate advertising campaigns	Faculty evaluations at interval periods throughout semester; student evaluation of progress in research skills at the end of the semester.		

PLANNING FOR LEARNING AND ASSESSMENT – IU School of Journalism at Indianapolis, 2012

Department/Program: IU School of Journalism – Concentration in Public Relations Graduate Level

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Apply formative and evaluative research in public attitudes and behavior.	Comprehension and execution of research to situations, audiences and publics as defined from a specified cognitive and behavioral campaign issue and to evaluate solutions to endpoints based on research.	Classroom assignments, lab assignments and service learning campaign assignments.	Evaluation of assignments that assess critical learning of connections to formative and evaluative research at interval spaces, with feedback and opportunity for edits and continued learning. Evaluation of research, as a large part of the PR campaign, by clients at various intervals.	Feedback from clients indicates consistent appreciation of research findings for their services.	We added a faculty member with a research background to teach research methods in campaigns courses. Ongoing continuation and improvement of outside opportunities and partnerships for students to apply research techniques to campaign processes.
Design and develop strategic goals and objectives for public relations	Ability to execute the campaign process, specifically focusing on writing goals and objectives that can provide measurable outputs of performance.	Students are given service-learning opportunities with local not-for-profit businesses so they can develop strategic goals and objectives.	Evaluation and feedback by public relations clients and faculty members on service learning projects through regularly spaced semester intervals.	Client feedback has been positive, as to the professionalism and value of project deliverables.	Continue to form more community partnerships to offer more service learning projects that allow execution of the strategic steps of goal and objective writing.
Apply the underlying theories of communication to public relations programs and campaigns.	Put into practice communication theories that underpin public relations practice, such as agenda setting, cultivation analysis, and framing and understand their use in framing target messages.	Classroom assignments that promote critical analysis of the impact and use of communication theories in PR framing and agenda building practices.	Performance evaluation of critical thinking exercises and exams about theory and application.	Class was offered as an-online learning gaps in understanding relevance of theory to practice.	Changed the theory class from an online setting to an in-class setting to promote more elaborate discussion and thinking.
Apply basic business accounting and finance principles to the management of public relations programs and campaigns.	Be able to compose budgets, read balance sheets and interpret both to manage a PR program and campaign.	Out of department accounting classes are required in addition to the instruction of skills in management PR classes. Experience creating a budget given in outside service learning projects.	Exam evaluations of budget competencies given by intra-departmental faculty Evaluations of outside learning opportunities by client and faculty at year end. Competencies required by outside department faculty in knowledge of business skills.	Faculty, student and client feedback indicated the need for greater focus on management functions, including business functions of PR. Student feedback of outside business required for PR majors indicates they may not be benefitting the specific needs related to PR professionals.	Faculty with experience in owning and managing communication ventures added to staff and classes to meet PR management needs. We are considering some changes in the courses we require outside of the school.

Department/Program: IU School of Journalism – Concentration in Public Relations Graduate Level

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Apply basic marketing communications techniques practiced by businesses.	Put into practice these marketing communications techniques into a full-blown campaign.	Classroom lectures and assignments, direct work with “real” clients, guest speakers from the corporate arena.	Exam and case study paper evaluations, direct feedback from clients re: the quality and feasibility of completed campaigns.	Student feedback suggested even more work with “real” clients so that they could better apply principles and theories they have learned in the classroom to the outside working world.	We have established solid partnerships with many community organizations and not-for-profit agencies that offer valid, meaningful work to our students in exchange for real-world feedback.
Effectively evaluate public relations campaigns and programs.	Know how to build measurement in at objective phase in campaign and be able to judge success by ability to meet measurement goals stated in objectives. Must understand both qualitative focus groups and quantitative survey research.	Classroom assignments and service learning projects with clients.	Evaluation by instructors on assignments and informal interviews with students on perception of acquisition of skills.	Some uneven learning reflected in informal interviews with students.	Strengthening emphasis on research and evaluation class, possibly adding more small lab assignments, to ensure knowledge of preparation of and interpretation of focus group and survey research results as they apply to developing objectives that can be measured.
Summarize management theory and practice in public relations.	Student should be able to supervise communication staff in an agency, corporation, or non-profit organization. Also they should discover their own management style.	Lectures and projects in our graduate level public relations management class. Also student groups select agencies, not-for-profits and corporations to shadow and study, in terms of culture, management style and other leadership practices.	We evaluate the quality of the student deliverables and group work and get feedback from our community partners.	More “real world” experience is always better, per the students. As a whole, most feel prepared for their first job in our field but welcome additional types of community exposure and networking.	We continue to grow lasting partnerships and associations with a myriad of community organizations and businesses in the greater Indianapolis area.
Describe and explain the operation of health care systems and communication as it relates to those systems.	Feedback from professionals interviewed in the industry over the last two years demonstrated need for public relations classes that emphasize health and life sciences, and with that, comes a need to understand and articulate the various healthcare systems (hospitals, homecare, pharmaceutical, etc) and the ways in which communication practices differ. Students should be able to identify verbally and in writing the systems and distinguish communication practices.	Classroom assignments and research projects that promote learning of the systems and critical analysis of communication practices within that are evaluated by faculty.	Preliminary faculty evaluations indicate students are distinguishing communication practices among hospital, homecare, pharmaceutical and not-for-profit industries.	Continue to provide distinguishing comparisons by faculty and adjunct with specialized areas of healthcare system PR experience to lead teaching of communication practices within the industry.	We are planning to expand our course offerings in this track.

Department/Program: IU School of Journalism – Concentration in Public Relations Graduate Level

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
Demonstrate and plan public relations in the regulated communications environment of life sciences companies and organizations.	Execute a complete public relations campaign for an issue related to a hospital, pharmaceutical industry, home healthcare industry, or not-for-profit health industry (e.g. American Cancer Society). Knowledge of regulatory bodies and laws pertaining to the specialized science field.	Classroom led discussion and development of a semester campaign.	Evaluation of public relations campaigns by faculty with professional and academic experience in health care public relations.	Newer faculty and adjunct in place, and preliminary evaluation of progress indicates knowledge of regulatory processes needed to conduct plans in science industries.	Continued implementation of courses in the life sciences that advance knowledge of science industry regulations and ability to conduct campaigns working within regulatory parameters.
Describe and explain the operation of amateur and professional athletic organizations and communication as it relates to those systems.	Students would be able to demonstrate their understanding of how media have evolved into a multi-dimensional environment that provides a huge revenue stream to the sports media.	J 540 The Business of Sports Media and J-560 Issues in Sports Journalism	Papers and exams in the classes, visits from sports professionals who interact with students and exit interviews with students	The PR sports track is new and not enough students have finished to provide useful assessment feedback.	
Describe and explain the regulated communications environment of both amateur and professional sports.	Students would understand the legal issues involving athletes rights, coverage rights of athletic events and differences in regulations in coverage of amateur and professional sports.	J543 Sports Law and J-560 Issues in Sports Journalism	Papers and exams in class in addition to outside projects involving the coverage and promotion of sporting events. Also interaction with professionals who interact with students in class visits and projects,		

PLANNING FOR LEARNING AND ASSESSMENT – IU School of Journalism at Indianapolis, 2012

Department/Program: IU School of Journalism – Concentration in Sports Journalism Graduate Level

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Manage and implement new forms of sports journalism online, including blogging, tweeting, and streaming audio and video.</p>	<p>Students are required to blog, tweet and stream audio and video for assignments in J541 Digital Sports Journalism and J560 Sports Reporting and other classes.</p> <p>In all skills courses, students are required to integrate digital sports media with traditional forms of writing, reporting, and editing. In J501, Public Affairs Reporting, one student built a website as his final project and showcased his skills in all areas. When students cover live events, they tweet and blog from games. One example was at the Men's Final Four, where four graduate students covered games for the NCAA website and other publications.</p>	<p>Students learn this in classes through top industry professionals, who teach as adjuncts, as well as professors who stress the importance of being multi-faceted and versatile in a transitory sports media world.</p> <p>Students learn this in internships (not required in grad school, but recommended) and news bureaus at events like the Big Ten football championship game and basketball tournaments; Indianapolis 500, Super Bowl, and Final Four to name a few. They also have the opportunity to tweet, blog and write stories about the National Sports Journalism Center's events and speaker series.</p>	<p>Instructors critique students' work and offer suggestions for improvement.</p> <p>They can also be measured by the number of newspaper and sports outlets that pick up students' stories from the National Sports Journalism Center's student news bureaus.</p> <p>Internship advisors evaluate work in the field.</p>	<p>Students have done very well in classes and on news bureaus. Top market newspapers have picked up students' stories from news bureaus (as well as smaller market).</p> <p>Our students have done well in internships and local sports organizations like the Indianapolis Indians, NCAA, Pacers, Fever and others have all said positive things about students' skills and work ethics.</p> <p>The Academic Director talks to students and actively seeks feedback and comments about courses.</p>	<p>The sports journalism MA program is only two years old. At this point we don't have enough assessment material to make meaningful changes.</p>

Department/Program: IU School of Journalism – Concentration in Sports Journalism Graduate Level

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Appraise and apply journalistic values and ethical standards and their uses in both traditional news media and the evolving field of digital sports media.</p>	<p>Students will produce stories that abide by ethical guidelines and that follow the law, such as avoiding libel and defamation. Students will learn about sports journalism law in J560 and will analyze and apply case law in assignments.</p> <p>In J560 Money and Collegiate Sports, students work with USA Today sports editors on a major research project where they submit Freedom of Information requests and compile information on coaches' salaries and other financial issues.</p>	<p>Students will take part in lectures, discussions in cases such as J660 Media Coverage of Sports, J560 Sports Journalism & Society, J501 Public Affairs Reporting, and J540 Business of Sports Journalism. In 660, students analyze sport scandals and coverage, journalists' news values and judgments, as well as ethical and professional standards.</p>	<p>Professors assess students on their knowledge of ethical and legal issues via written papers, examinations and projects.</p> <p>Internship employers evaluate the student's grasp of legal and ethical issues.</p> <p><i>USA Today</i> sports editors discuss students' performances with the dean and academic advisor.</p>	<p>Class discussions in the J501 Public Affairs Reporting reinforce that students feel comfortable with ethical choices within traditional and digital sports journalism.</p>	
<p>Demonstrate excellent oral and written communication skills using print, broadcast, digital, and social media.</p>	<p>Student work will show clear, concise writing and use of visuals and graphics to tell a story. In all of the classes students will turn in journalistic stories on multiple platforms and will be required to demonstrate oral communication skills in presentations (J560 Issues in Sports Journalism and J660 Media and Sport require them, as well as J540 Business of Sports Journalism and J547 Sports Broadcast Journalism, and J560 Sports Journalism Law).</p>	<p>Students will do projects, reading assignments, writing assignments and discussions in most of their courses.</p> <p>Students often take courses with adjunct faculty, who are keen to clear and concise communication because they do journalism day in and day out.</p>	<p>The School uses teaching/course evaluations to grade the quality of instruction and student opinions about the value of courses.</p> <p>Faculty evaluate whether students are communicating clearly through class assignments and fieldwork.</p> <p>The School receives feedback from internship supervisors about interns' abilities to write clearly and correctly via a midpoint and final online evaluation form.</p> <p>The school also receives feedback on student work covering events for the student news bureaus.</p>	<p>Meetings with students and course evaluations indicate that the students appreciate the opportunity to practice their skills through internships and news bureaus. The feedback from both sources has been positive.</p>	

Department/Program: IU School of Journalism – Concentration in Sports Journalism Graduate Level

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Evaluate the symbiotic relationship between sports and the media from historical and contemporary perspectives.</p>	<p>Students show an understanding of the interrelated and interdependent relationships between sport and media and the mutually beneficial synergies in assignments and discussions.</p> <p>Students demonstrate mastery of the importance of sport and its impact on ratings, circulation and revenue. Additionally, they will learn the media's impact on sport's popularity and prestige in American and foreign cultures.</p> <p>They must exhibit an in-depth knowledge and understanding about systemic issues within sports journalism that goes beyond undergraduate courses. This includes the 24/7 news cycle, work routines within newsrooms, industry challenges and opportunities.</p>	<p>All graduate sports journalism courses explain the function and impact of journalism and mass communication.</p> <p>Adjunct faculty members share stories about experiences in industry. Academics share knowledge and research on sport, media and their powerful places in society.</p> <p>Instructors bring in distinguished guest speakers and authors that elaborate on their organizations.</p>	<p>Professors assess student understanding of the function and impact of sports journalism and mass communication through stories, papers, and projects.</p> <p>Industry professionals provide feedback on their interactions with students when they guest lecture in classes.</p>	<p>Course evaluations suggest that students value this information. Students seem to do well with these topics in course assignments.</p>	<p>.</p>
<p>Analyze and write about sports in a larger social context involving economic, legal, social, and political issues.</p>	<p>Classes and assignments address legal issues and cases that impact industry; ethnic diversity in newsrooms and influences on content and coverage; political aspects of sport at national and global sporting events; economic aspects in broadcast rights, advertising revenue, marketing, licensing, and naming rights just to name a few.</p> <p>Students write and produce journalistic stories and videos in skills courses and longer form research papers in seminar courses.</p>	<p>Students take J541 Digital Sports Journalism and J560 Sports Reporting, two skills courses that enable them to cover college and professional sports teams and report, write, produce and disseminate a variety of stories, columns, and investigative work. They address a wide variety of issues in the sport industry – its players, athletes, teams, leagues and issues.</p> <p>J510 Media and Society focuses on policy issues, systematic failures and investigative techniques of global and national events.</p>	<p>Students are evaluated in courses by their coursework, especially through their story ideas, written assignments and final papers and projects.</p> <p>Students can also be evaluated for this skill set through surveys from their internship supervisors.</p> <p>Students demonstrate their analytical skills in stories they produce in the field in internships and in NSJC student news bureaus (Indianapolis 500, Super Bowl, Big Ten football and basketball).</p>	<p>Information from these sources suggests that students in the program are able to place sports events in a larger context.</p>	

Department/Program: IU School of Journalism – Concentration in Sports Journalism Graduate Level

1. What general outcome are you seeking?	2. How would you know it (the outcome) if you saw it? (What will the student know or be able to do?)	3. How will you help students learn it? (in class or out of class?)	4. How could you measure each of the desired behaviors listed in #2?	5. What are the assessment findings?	6. What improvements have been made based on assessment findings?
<p>Assess the strategic differences used in communicating with news audiences on print, broadcast, and digital platforms.</p>	<p>Today's media world is rapidly changing, and the School of Journalism continues to develop relevant curricula to respond to these changes. Along with traditional journalism education, students will learn skills for new media, online journalism and podcasting – all of which reach varied audiences and readerships.</p> <p>Through assignments, students demonstrate mastery of issues within and outside traditional and non-traditional media outlets. This includes work routines, 24/7 news outlets, and the evolution and implications of technology.</p>	<p>Students are required to take skills courses in print, digital and broadcast sports journalism that require the creation of journalistic stories for diverse audiences.</p> <p>Students will practice the skills they learn in the classroom about classifying and separating different audiences while doing their internships and field work at news bureaus.</p>	<p>Faculty members assess student skills in the various courses.</p> <p>Students complete course evaluations to help the School determine courses are effective, and if the instructors were effective.</p> <p>Students are evaluated on their ability to produce stories on different platforms in internships and work with the NSIC student news bureaus.</p>	<p>There is variation in the ability of students to handle various platforms. It requires students to be very flexible and have a variety of tools for telling stories.</p>	

Advisory Boards

When we started the M.A. degree in Sports Journalism and established the National Sports Journalism Center, home of our website and outreach programs, we were able to put together an outstanding advisory board of national figures in that field. The board plays a pivotal, constructive role in the development of all programs offered through the center.

This assembly of some of the most distinguished names in American sports journalism advises the center's leaders on the development of an undergraduate curriculum specifically designed to prepare students for careers in the rapidly evolving sports media industry, and molding the nation's first masters degree program in sports journalism.

Many board members also lend their expertise for the center's speaker events held on the Indianapolis and Bloomington campuses, speak to IU classes and meet directly with students, participate in high school events sponsored by the NSJC, and facilitate internships with their organizations. Their involvement has helped the NSJC provide students and working professionals with an unprecedented array of education and career development tools.

For several years we had an alumni advisory council that met with the dean and faculty representatives two or three times a year. The board provided feedback about the programs and the quality of our students. Its members had worked in various sectors of the mass media and were able to provide information about trends in the field for updating our curriculum and in some cases they had supervised interns. However when the group leadership changed last year, it became inactive.

We are currently organizing a new advisory board that will have both alumni and non-alumni currently working in high-level positions in our field. We hope to have that in place by the end of the fall semester. This group will have representatives from sports journalism, sports public relations, and health and life sciences public relations, the specialty areas we hope to develop.



Student Advisory Boards

We also have a student advisory committee made up of the leaders of our three student organizations, Public Relations Student Society of America, Society of Professional Journalists, and National Association of Black Journalists. They have provided student input about the program for several years and will continue to meet with the dean. The executive associate dean is currently the advisor for the student chapter of the National Association of Black Journalists, a public relations lecturer is the faculty advisor with the Public Relations Student Society of America and our Director of Advising Services and Outreach is the advisor to the student chapter of the Society of Professional Journalists.



Internships

We require that each student complete an internship with a media organization or public relations group in order to graduate.

At the beginning of the semester, students have been required to submit to their faculty advisor a contract outlining the job responsibilities they expect to complete during their internship. The student, the student's supervisor and the internship advisor sign the contract. Students have also provided progress reports throughout the internship and attend regular meetings with their internship advisor. They also submit an end-of-semester portfolio of their work. In addition, the internship advisor often talks to the student's supervisor via email messages at the end of the semester.

These discussions provide feedback on student skills from the internship supervisor, which is required in order to complete the requirement. Beginning this semester, we will distribute standardized questionnaires to internship supervisors both at the halfway mark and the completion of the internship. This will permit us to track skills with systematized information. Copies of the survey instruments are attached to this self-study.

We also are digitizing the beginning of the semester contract requirement – students must now fill out an online questionnaire about their internship duties; their employers must fill out a separate beginning-of-the-semester online form. Link to the student survey: <http://journalism.iupui.edu/about/forms/2012-internship-survey/>
Employer survey: <http://journalism.iupui.edu/about/forms/internship-employer-agreement/>

Student Media Bureaus

The student media bureaus we have organized for major sporting events have provided an opportunity to have student work evaluated by media professionals in Indianapolis and by audiences who have viewed their work.

Service Learning Projects

Several of our advanced public relations courses require students to prepare campaigns for non-profit clients. Clients not only attend a final meeting of the class where each student group presents its full campaign from research and planning to implementation and evaluation, but then the group meets with the client for face-to-face feedback. Afterwards, clients send the instructor summary comments in an email. We are currently devising more specific forms for the clients to complete after the group presentation so that we can capture information in a more uniform way but so as to not make the task laborious for the client (for client-retention purposes).

Adjunct Faculty

By having adjunct professors who are currently working in the media teach our major skills courses, we receive useful feedback about the strengths and weaknesses of our students skills and the effectiveness of our curriculum. Also, they are able to update material and assignments in their courses to ensure that our students are in tune with the rapidly changing nature of our field.



Teaching Evaluations

We have used teaching evaluations to grade the quality of our instruction and student opinions about the value of our courses. Four adjunct faculty were not rehired during the past two years because of negative evaluations and at least two courses were dropped as requirement in our curriculum because students thought they did not contribute enough to their professional development. A copy of our teaching evaluation form is attached to this self-study.

Student Surveys

We receive copies of the results of the Continuing Student Satisfaction and Priorities Survey that is administered by IUPUI yearly. It compares journalism students to all respondents. Unfortunately the number of journalism students responding is very small, so it is difficult to interpret the results. Results of the last two surveys are attached to this self-study. We will make a greater effort in the future to encourage our students to participate.

We are currently sending post graduation survey to all students who graduated during the last academic year. Hopefully this will produce a larger number of responses. The survey instrument is attached to the self-study.

