

**School of Journalism and Broadcasting**  
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**Executive Summary** (full report available upon request)

Degree Program Assessed	Assessment Methods	Number of Individuals Assessed
BA/BS Journalism/Broadcasting	1. Course Evaluations 2. Fresh/Soph Language Exam 3. Terminal Course Performance 4. Internship Evaluations 5. Honors Thesis 6. Graduate Survey	4,498 303 167 101 6 6

**Analysis and Findings**

**1. Course Evaluations:** In the school of Journalism and Broadcasting, course evaluations are conducted to gather information about student satisfaction with both course instruction and class content. The results of these evaluations are used by the instructors to improve teaching performance and make revisions in course content to meet student instructional needs and suggestions.

**1a.** During the Fall 2003 semester, a total of 502 students were enrolled in four Journalism and Broadcasting sequences (Advertising, Broadcasting, News-Editorial, and Public Relations), pursuing a Bachelor of Arts or Bachelor of Science degree on the Stillwater campus. A total of 137 students were enrolled in the Advertising sequence, 101 students were enrolled in the Broadcasting sequence, 49 students were enrolled in the News Editorial Sequence and 215 students were enrolled in the Public Relations sequence.

During the Spring 2004 semester, a total of 568 students were pursuing a Bachelor of Arts or Bachelor of Science degree on the Stillwater campus. In the four Journalism and Broadcasting sequences, 136 students were enrolled in Advertising, 122 students were enrolled in Broadcasting, 58 students were enrolled in News Editorial, 248 students were enrolled in Public Relations and 4 students were undecided.

On the Tulsa campus, a total of 33 students were enrolled in the two Journalism and Broadcasting sequences, pursuing a Bachelor of Arts or Bachelor of Science degree during the Fall 2003 semester. In the two Journalism and Broadcasting sequences, 14 students were enrolled in the Advertising sequence and 19 students were enrolled in the Public Relations sequence. There were no students enrolled in the News Editorial or Broadcasting sequences.

During the Spring 2004 semester, 27 students were pursuing a Bachelor of Arts or Bachelor of Science degree. In the two Journalism and Broadcasting sequences, 8 students were enrolled in Advertising and 19 students were in Public Relations. No students were enrolled in the News Editorial or Broadcasting sequences.

**2a.** A total of 2,210 evaluations were completed for students enrolled in Journalism and Broadcasting sequences on for the Fall 2003 semester. For the Spring 2004 semester, 2,288 evaluations were completed. Overall, the teachers and courses in the School of Journalism and Broadcasting were rated highly and most students considered the courses effective.

*More details about Course Evaluations are included in the **Supplemental Information** section.*

**2. Freshman/Sophomore Language Evaluations:** Students enrolled in JB 2003 – Media Style and Structure are administered a Language Proficiency Exam. Students are administered a pre-test at the beginning of the semester and a post-test at the end of the semester. The post-test serves as a prerequisite for students in all Journalism and Broadcasting Sequences. Students must obtain a

score of 70 in order to pass the test and continue with advanced classes in Journalism and Broadcasting sequences.

Due to growing number of students in the Journalism and Broadcasting school, two sections of Media Style and Structure were taught in both the Fall 2003 and spring 2004 semesters. Students in both sections, each semester, showed a substantial score improvement from pre-test to post-test scores.

*Fall 2003:* The pre-test was administered to 148 students, and the average score was 37.45. The post-test was administered to 156 students, and the average score was 80. The students improved by a score of + 42.55 between the pre-test and post-test.

*Spring 2004:* The pre-test was administered to 137 students, and the average score was 34.3. The post-test was administered to 147 students, and the average score was 78.45. The students improved by a score of + 44.15 between the pre-test and post-test.

*More details about the Freshman/Sophomore Language Evaluations are included in the **Supplemental Information** section.*

- 3. Terminal Course Performance:** Students in the School of Journalism and Broadcasting take capstone courses in order to demonstrate applied and cumulative knowledge of course work in their respective sequences. Students enrolled in Advertising, Broadcast Journalism, News-Editorial and Public Relations sequences take capstone courses that allow them to apply skills and knowledge gained throughout coursework and also to apply these skills to requirements they will face in their professional careers. For the Fall 2003 semester, 70 students were enrolled in capstone courses and 97 students were enrolled in capstone courses in the Spring 2004 semester.

Some capstone courses also prepare students for regional and national competitions with other universities. These competitions not only allow students to compete nationally for awards, it also allows them to apply knowledge and create products that are similar to those they would create in professional setting.

*More details about Terminal Course Performance are included in the **Supplemental Information** section.*

- 4. Internships:** Students enrolled in the School of Journalism and Broadcast are required to complete an internship in order to fulfill their degree requirements. Internships are 3000 level courses, and students are strongly encouraged to enroll in this course following the completion of their sophomore year. This allows the students to have sufficient coursework and knowledge before entering an internship. Students receive written evaluations by their professional supervisors and periodic student-faculty discussions. These discussions help the student in his/her development in the professional field. Students are also encouraged to keep a portfolio of the projects they complete during their internship for future professional job interviews and examples.

During their internship, students are first evaluated according to their interpersonal relations with their supervisors, colleagues and public contacts. Also, in addition to a performance evaluation, students are also assigned a letter grade according to specific criteria. These criteria include: general skills, writing skills, selling and computer skills. Overall, professional supervisors consider SJB students enrolled in internships as better qualified than many interns in other journalism and broadcast programs.

In the Summer 2003 semester, 49 students were enrolled for an internship, 40 of these students completed an internship in the print sequence and nine students completed an internship in the broadcast sequence. In the Fall 2003 semester, 39 students were enrolled for an internship, 22 of these students completed an internship in the print sequence and 17 students completed an internship in the broadcast sequence. In the Spring 2004 semester, 13 students completed an internship in the print sequence and 10 students completed an internship in the broadcast sequence.

- 5. Honors Program:** During the Fall 2003 semester, two students, [REDACTED] and [REDACTED], completed an honors thesis. Four students, [REDACTED], [REDACTED], [REDACTED], and [REDACTED], completed an honors thesis.

**6. Graduate Program Alumni Survey:** The 2003 Graduate Program Alumni Survey surveyed graduates from 1997 to 2001. Those surveyed were asked 15 common questions about their current employment, continued education, satisfaction with educational experience and current residence. In addition to the 15 common questions the participants were asked, 10 additional questions were developed by the Journalism and Broadcasting Department. Of the 13 graduates that surveyed, six of those responded, giving the survey a response rate of 46.2 percent. Some results of the survey are shown below.  
 . . . (full report available upon request). . .

**7. Uses of Assessment Results:**

- Due to the growing number of students enrolled in the School of Journalism and Broadcast, a new Advising Center will be added in the Fall 2004 semester. The center will provide students with a reception area and two computers with which to check classes and enroll.
- In addition to the new Advising Center, an additional adviser will be hired.
- From conversations with on-the-job supervisors, an increase in the control of enrollment in student internships was also implemented to ensure adequate skill levels were met by all students before enrolling in internships.
- A dual track program has been implemented for those in the broadcasting sequence. This allows students to focus specifically on interests in either broadcast journalism or production. More specialized classes have been added to allow students more options in both tracks of the broadcasting sequence.

**Supplemental Information**

*Information related to previous sections.*

**1. Course Evaluations:** For the Fall 2003 and Spring 2004 a total of 4,498 evaluations were completed. Instructors and courses were rated favorably during evaluations. The results of the course evaluations are shown below.

*Results:*

**Fall 2003**

**Instructor Rating**

Very High & High	Average, Low & Very Low
81.89%	18.11%

**Course Rating**

Very High and High	Average, Low & Very Low
83.94%	16.06%

**Spring 2004**

**Instructor Rating**

Very High & High	Average, Low & Very Low
82.85%	17.15%

**Course Rating**

Very High & High	Average, Low & Very Low
87.87%	12.13%

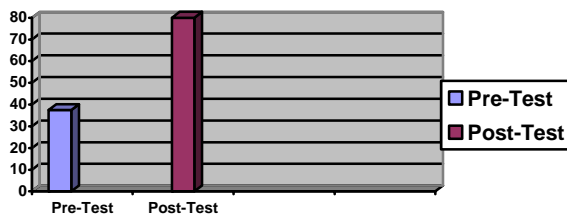
**2. Freshman/Sophomore Language Evaluations:** Students enrolled in Media Style and Structure – JB 2003 are required to pass a Language Proficiency Exam in order to complete the course. This test not only is a requirement for the class, but it also serves as a prerequisite for advanced courses in all Journalism and Broadcasting sequences. In addition to passing the Language Proficiency Exam, student must also complete lab exercises, a Language Notebook and a Backgrounding Project during the extent of the Media Style and Structure course. The Language Notebook requires that students identify and correct errors that are made in newspaper articles. Students are required to put skills learned in the class into practice in doing this project. Students enrolled in all Journalism and Broadcasting sequences are required to complete this course. This course is designed not only to build students' writing skills, but also to advance their language skills.

The Language Proficiency Exam tests students' knowledge in grammar, spelling, punctuation and Associated Press (AP) style. This test consists of 50 items that tests students in a variety of areas over grammar, punctuation and AP style that the students should master before continuing coursework in the School of Journalism and Broadcasting. Students enrolled in Media Style and Structure are prepared during the extent of their coursework to pass the Language Proficiency Exam by completing lab projects and other class assignments that build their writing and language skills.

The results of Language Proficiency Exam are shown below:

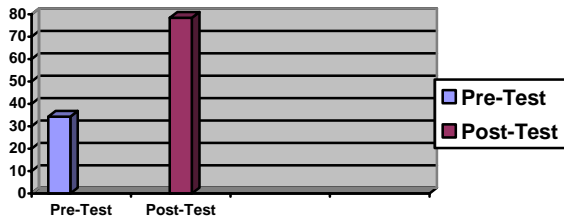
**FALL 2003**

	Pre-Test	Post-Test	Improvement
No. Taking	148	156	
High Score	75.0	100.0	
Low Score	10.0	36.0	
Median	35.0	82.0	+ 47.0
Average	37.45	80.0	+ 42.55



**SPRING 2004**

	Pre-Test	Post-Test	Improvement
No. Taking	137	147	
High Score	75.0	100.0	
Low Score	5.0	52.0	
Median	32.5	79.0	+ 46.5
Average	34.3	78.45	+ 44.15



### 3. Terminal Course Performance:

#### *Individual Sequences:*

**Advertising:** Journalism and Broadcasting students enrolled in the Advertising sequence are required to complete the capstone course, Advertising Campaigns. In this course, students assemble the components of an advertising campaign and then present this campaign to an actual client. The students are responsible for not only creating the idea, but also then assembling the idea and then presenting it. This course allows students to implement the skills they have learned and develop products that will also be used in building their professional portfolios.

The American Advertising Federation sponsors a campaign competition each year that allows students to compete on both a regional and national level each year. Students in the school of Journalism and Broadcasting can enroll in a course that allows them to compete in this competition. Students from all sequences work together to complete a campaign for regional and ultimately national competition. Students are divided into departments that are responsible for certain portions of the campaign. This course not teaches students about advertising campaigns on a professional level, but it also helps them build cooperation skills. The finished product also helps in building the students' professional portfolios. This years campaign competition team placed 5<sup>th</sup> in the regional competition.

**Broadcast Journalism:** Two capstone courses, Broadcast News Writing II and Advanced Production Practices, are offered to students in the Broadcast Journalism sequence. These courses provide students to utilize the knowledge they have gained in previous coursework while also applying this knowledge to tasks they will have to complete in professional settings. Students also gain knowledge of media management practices and roles in the Principles of Media Management course.

*Broadcast News Writing II:* Students enrolled in this course are required to not only utilize knowledge gained from prerequisite courses, but also must produce media products similar to those they will do in their professional field. Students not only produce packages, but must also conduct weekly 30-minute newscasts. This not only allows students to gain production experience, but also experience in front of the camera. In addition to these requirements, the students also periodically have guest speakers in class that inform them of job requirements and experiences from a variety of broadcast professions.

*Advanced Production Practices:* This course allows student who are enrolled to not only advance their knowledge in digital video production but also advance their knowledge in the personnel involvement and responsibilities to produce video and multimedia products. Students advance their skills by completing projects that both advance their professional portfolio and are expected by clients in the professional field. Projects are constantly evaluated, and students gain a more advanced perspective about both video and multimedia production.

*Principles of Media Management:* During this course, students gain an understanding of the various practices and requirements of managing media organizations. Students learn this through a course focus on management and leadership theory, technological impacts on management structure and practices, audience and market characteristics and regulations in media management.

**News Editorial:** Students enrolled in this SJB option take a variety of courses to advance both their knowledge and professional portfolios.

*Public Affairs Reporting:* Students enrolled in this course develop reporting techniques that better help them report a story in-depth. In this course, an emphasis is placed on students going beyond the

basics of reporting and looking into the true context of the story. Students complete a Beat Backgrounder and write specific stories concerning a chosen beat. Some of these stories are eventually published in the *Daily O' Collegian*.

*News Editing I:* Students enrolled in this course learn techniques of copy editing for both online and print publications. They also learn design and headline writing practices for both newspapers and magazines. A focus is also placed on students learning editing techniques and page design. Students also advance their knowledge in language and news editing skills.

*News Editing II:* In this course, students advance the skills they acquired in *News Editing I* by first beginning to develop an understanding of the roles of an editor in publication. Students also begin to develop the skills necessary to become an editor. They also learn Internet skills for editing purposes. This course also students to build their portfolios by completing assignments that they can eventually use as examples in future job interviews.

*Advanced Reporting and Writing:* Students enrolled in this course develop critical thinking skills during a variety of requirements during the course. Students in this course gather information, determine the relevance of that information and organize and communicate that information. Students learn how locate information and use sources for in-depth reporting of various political, economic and social issues.

**Public Relations:** The Public Relations capstone course, PR Research & Campaigns, is a course that allows students to plan a public relations campaign from beginning to end. Students in this course work both individually and in groups to establish teamwork and individual responsibility. This course requires students to work with an actual client, conducting a background analysis and a communication audit of the client. Students in this course then develop a public relations campaign for the client. Students are also required to conduct audience research. A presentation to the client, along with peers, is the final requirement for the course. Students gain not only gain experience in conducting research during this course, they also work for an actual client. This allows students to not only develop a sense of the requirements in conducting a public relations campaign, but it also allows them to gain real-world experience they can use in future employment.

**Mass Communication Law:** Students enrolled in this course develop an understanding of laws regarding media. The process of making a law and the legal rights that students possess as media professionals and as citizens are focused on during the class. Students gain knowledge of concepts and applications of First Amendment law and other laws that apply to media situations during the course.