

I. Journalism Department
Fulbright College
University of Arkansas
Self-Study for 2017

JOUR MA
Masters in Journalism
Assessment

Lemke Department of Journalism
Master's Program
University of Arkansas
116 Kimpel Hall,
280 N. McIlroy
Fayetteville, Arkansas 72701

The goals of the JOUR MA program are:

1. To refine the conceptual knowledge and skills of graduate journalism students through advanced writing, production and/or theory and methods courses.

To meet this goal, students are required to take JOUR 5023 Journalism Theory, JOUR 5043 Research Methods in Journalism, and graduate courses in their area of interest to provide training in the appropriate area of writing and/or production.

2. To offer comprehensive, media-related courses.

The recommended media-related JOUR MA courses for each area of interest include:

Advertising / Public Relations

JOUR 4463/5463 Campaigns

JOUR 5063 Issues in Advertising & Public Relations

Broadcast / Documentary

JOUR 5323 Documentary Production I

JOUR 5333 Documentary Production II

News / Narratives

JOUR 4503/5193 Magazine Writing

JOUR 5313 Literature of Journalism

Other Courses

JOUR 4333/5133 Ethics in Journalism

JOUR 5923 History of the Black Press

3. To provide expertise in an additional academic discipline.

Students are required to take six hours or two courses in a second academic discipline.

II. Student Learning Outcomes

The student learning outcomes for the UA JOUR MA program are:

1. To write competently in the appropriate writing styles for the area(s) of journalism the student selects.

Students develop these skills in the recommended courses in each area, as well as in completing the thesis.

2. To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.

The required JOUR 5023 Journalism Theory and JOUR 5043 Research Methods in Journalism apply here, as well as the conceptual and production courses in each interest area (e.g., Campaigns in Ad/PR, Documentary Production I & II, Magazine Writing and Magazine Editing and Production, etc.)

3. To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of journalism.

JOUR 5043 Research Methods in Journalism is required for this purpose.

4. To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.

This information is covered in classes, included in the thesis, and taught in JOUR 5133 Ethics in Journalism, JOUR 5063 Issues in Advertising & Public Relations, and JOUR 5923 History of the Black Press.

5. To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods.

JOUR 600V – Master’s Thesis - 6 Hours Required

III. Process for Assessing Student Learning Outcomes

The assessment cohort includes students who completed the program since the last external review (or students graduating in fall 2011 or after). Student outcomes are assessed directly by the professors teaching the required courses all JOUR MA students take, as well as professionals who assess the work students complete in these classes (if applicable). Direct assessment is also conducted by the professors teaching the key classes in each area of the graduate program (Ad/PR, Documentary/Broadcast, and News Narratives), and by thesis committee members assessing a student’s capstone thesis or thesis project. Indirect assessment includes student performance in competitions, acceptance into further graduate study, employment after graduation, and the survey of the graduate cohort.

Therefore, the methods of assessment are:

- Direct Assessment

- Assessment of the final or major paper in the required courses by the faculty who teach those courses

- JOUR 5023 Journalism Theory (Fall - required starting in fall 2016)
 - JOUR 5043 Research Methods in Journalism (Spring)

-Assessment of the final or major paper/project in the key area courses by the faculty who teach those courses. (If applicable, faculty provide any assessments of student performance by external clients or professionals who review the students' work.)

Advertising / Public Relations

JOUR 4463 Campaigns

JOUR 5063 Issues in Advertising & Public Relations

Broadcast / Documentary

JOUR 5323 Documentary Production I

JOUR 5333 Documentary Production II

News / Narratives

JOUR 4503 Magazine Writing

JOUR 5313 Literature of Journalism

-Assessment of the completed capstone thesis or thesis project by the thesis director and thesis committee

JOUR 600V Master's Thesis – 6 hours

□ Indirect Assessment

-Awards or recognition of students in national, regional, state or local competitions (where possible for students to enter).

-Acceptance into other graduate programs (if applicable).

-Employment of graduates: the success of graduates in the job market.

-The survey of graduates: student assessments of the program.

IV. Program Assessment

A. Results of analysis of assessment of Student Learning Outcomes

Introduction.

This is a report on the direct and indirect measures used in assessing the Lemke Journalism MA Program over 2011-2016 written by members of the departmental graduate committee. Members of that committee are Dale Carpenter, Jee Young Chung, Bret Schulte and Patsy Watkins (graduate coordinator). (Please see Appendix E for copies of the assessment rubrics.)

Two direct measures were used:

- Faculty members' assessments of (1) students' performance in two sets of graduate courses: those that are specifically required of all students, and those that are highly recommended for students in each of the three concentrations (Documentary, News Narratives, Strategic Advertising and Public Relations); and,
- Faculty members' assessments of students' performance on the final requirement which includes the option of thesis, thesis project or documentary film.

There were three indirect measures:

- Awards won by students in external competitions;
- Students' post-graduation employment status; and
- Students' responses to the survey of graduates in the cohort.

Graduate committee members analyzed data and wrote assessment summaries according to the concentration each member represents. For example, for the direct measures, Dale Carpenter wrote the analysis and summary for Documentary; Bret Schulte wrote the News Narratives summary; Jee Young Chung wrote the Strategic Advertising and Public Relations summary. Patsy Watkins wrote the analyses and summaries for the direct measures of the two required Journalism MA courses and the indirect measures.

Organization of the report.

Assessments of the direct measures are reported first, followed by indirect measures. The assessments of direct measures are organized by concentration; therefore, under "Documentary" are assessments for both the courses and the documentary films, and so forth for each concentration. The length and complexity of the reports on the concentrations reflects their history and development as well as their enrollment. For example, Documentary developed as a separate concentration first, has been in place the longest and has graduated the most students. On the other hand, News Narratives was organized only recently and is still developing. Strategic Advertising and Public Relations falls between the two in both development and enrollment.

Assessment of Direct Measures.

Journalism MA Required Courses for All Students

Two courses are specifically required of all students in the Journalism MA program: Journalism Theory (JOUR 5023), and Research Methods in Journalism (JOUR 5043). The course in Journalism Theory was recently added to the program and taught for the first time in fall 2016. Instructors' assessments of students' work in both courses were high across all competencies, indicating students who are prepared, capable and engaged in learning.

JOUR 5023 Journalism Theory

The course was taught in Fall 2016 as a new requirement for Journalism MA students. The instructor, who created the course, is new to the program. He assessed students at a high level in all competencies – level 4 in competencies 1-4 and level 5 in the capstone competency. He found that students had good writing skills and showed improvement over the semester.

They were able to deal with challenging material, including difficult theorists who confront the dominant paradigms, and were well prepared for class discussions. Students learned to use electronic databases in doing research and conducted well-focused literature reviews. The instructor complimented their use and identification of sources and critical thinking. He found that students demonstrated understanding of the effects of mass media on various genders, races, ethnicities, and other diverse peoples and cultures.

The instructor rated students at the top in their capstone assignment, a final literature review paper using a major theory in the field most likely for their thesis proposal and thesis. He found that they performed well, applying the material, expanding into new theoretical areas, and contributing to the body of scholarship in their areas of choice. They interpreted and extrapolated on the theory in their literature review papers. For that the instructor gave the class overall the highest rating for their energy, curiosity, and enthusiasm in tackling a difficult and somewhat abstract course.

JOUR 5043 Research Methods in Journalism

In the course students prepare a research proposal that can be used as a basis for their theses. Two faculty members who taught the course during the program assessment period developed an assessment rubric for evaluating the thesis proposals and evaluated students' performance, with items and average scores listed below (with 1 = Poor through 5 = Excellent).

- 4.25 - Selected an appropriate research method for the thesis proposal
- 4.17 - Used/applied the research method appropriately
- 4 - Included the appropriate components in the methods section for the selected quantitative or qualitative method
- 3.83 - Used/applied appropriate statistical tests or qualitative techniques to analyze data

- 4.25 - Explained the research methods accurately/correctly
- 3.83 - Articulated an appropriate theory or literature analysis in the literature review in sufficient clarity and detail
- 4 - Used/applied appropriate primary and secondary research sources
- 4.25 - Integrated/synthesized information from the appropriate primary and secondary research sources correctly
- 5 - Used appropriate ethical and professional research practices
- 4.17 - Represented diverse views/audiences appropriately

As the average scores on the Research Methods Assessment Rubric show above, students generally did well in their first Master's level research course (which for many was a first research course). Our students demonstrated the typical problems students have when first taking a graduate research course: figuring out the appropriate statistical tests or analysis technique to use, as well as synthesizing and writing about theory. As JOUR 5023 Journalism Theory is now required for all students, this should help students improve in selecting and writing about a theory. That should also free up time in the class to focus more on selecting statistical tests or analysis techniques, as students will have grounding in theory.

Using the writing assessment rubric, instructors rated students' writing fairly high, from 3.92 to 4.17, stating that the average paper was written reasonably well and demonstrated good focus and organization.

Using the tools and technologies assessment rubric, students' use of electronic databases and other tools appropriate for their work in this course was rated high, scoring a 4.25 to 4.33. Students appear able to locate sources, incorporate them into their writing and use images and technology. It is particularly encouraging that their scores in research – identifying appropriate methods and statistical tools – and in critical thinking were also fairly high. Instructors also rated students high in their awareness of responsibilities of the profession and attention to diversity concerns.

The capstone requirement for the class, as noted, is a thesis proposal that students might use as the basis for their thesis, thesis project or documentary. Doing this requires that students apply the research concepts and methods covered in the class, integrating theoretical and numerical aspects to develop the proposal. Students showed a range in their degree of accomplishment in this; in general, most performed fairly well and some were excellent.

Strategic Advertising and Public Relations Concentration Recommended Courses

Assessment of Students' Performance in Courses

Students in the APR sequence attained essential knowledge and skills needed for being a professional in the APR industry or pursuing a Ph.D. Students were required to master the core competencies stated in the program's Expected Educational Outcomes rubric throughout the course: *Writing, Theories, Concepts, Skills, Tools & Technologies, Role of Profession, Capstone projects.*

Instructors paid a great amount of attention to the development of real AD/PR campaigns requiring multiple revisions. While doing so, students improved their writing skills, which are critical for APR graduates. The depth and breadth of writing materials were both emphasized through the course. Students were required to write a wide variety of materials such as shorter social marketing plans, PSAs, news releases, with multiple revisions directed by the instructors. Also, students wrote a literature review for traditional academic papers, covering ethical, social economic, international or political issues related to the industry. Quantitative results (more than 4) also shows the competency in writing.

Students learned and utilized design software, an Excel program for planning, and secondary research database; government sites or databases for the campaign development. Students also use demographic and lifestyle information from the SRDS, Simmons and Mediamark databases. Instructors marked that most students did well on using those tools and technologies.

Diversity issues have been extensively addressed and discussed in the sequence, analyzing diverse audiences and having diverse clients for their actual projects. Instructors marked students' understanding and implementation on diverse issues such as men, women, LGBT, and ethnicity in the AD/PR industry.

Capstone projects were designed to develop advertising/PR campaign plans for real clients. Those capstone projects placed in national competitions. The capstone project for the other class required students to conduct traditional academic research. It seems that the courses in the APR sequence were quite balanced to learn both practical and academic knowledge and skills needed for graduate students getting an APR MA degree.

Assessment of Students' Performance on Theses

The APR theses and theses projects utilized quantitative research methods, primarily content analyses and surveys. Advisors marked students as having advanced understanding of research methods and statistical analysis upon completion of the thesis, using chi-square or t-tests. Topics were important, including current and diverse issues in the journalism and APR industry such as news coverage of female athletes, analyses of licensed characters in advertisements for kids, the use of Twitter among 14 SEC football teams and portrayals of gender, major and minor character, occupation, marital status, and genre in current broadcast network primetime programming. Theses also gave practical implications such as developing a marketing communication campaign and PSAs for non-profits. Overall, theses in the APR sequence were traditional academic research projects, giving practical implications at the same time.

The quantifiable results of APR students' theses show a satisfactory outcome based on the program's Expected Educational Outcomes rubric (with 1 = Poor through 5 = Excellent).

1. To write competently in the appropriate writing styles for the area(s) of journalism the student selects. 4.31
2. To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism. 4.31

3. To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism. 4.25
4. To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice. 4.69
5. To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods. 4.39

Assessment Conclusions.

There is some room for improvement in the use of theory in the thesis. Most theses utilized “framing theory” as the theoretical background. The program might offer more specific APR-related course such as crisis management/communication that introduces APR theories and strategies in practice.

Documentary Concentration Required Courses

Assessment of Students’ Performance in Courses

Two courses are specifically required of all students in the Documentary concentration: Documentary Production I (JOUR 5323) and Documentary Production II (JOUR 5333).

Following are the expected Educational Outcomes/Competencies in the Corresponding Courses.

JOUR 5323, Documentary Production I and JOUR 5333, Documentary Production II comprise a two-semester sequence of classes that guide and instruct graduate students as they produce a 30-minute documentary film. The course content follows the phases of documentary film production. All competencies are addressed in the two courses, but some of the emphasis varies, depending on the phase of production the projects are in during the course.

The following is an assessment of the two classes regarding how they address the competencies. Note that over the past five years, students produced 16 films working in groups of two or three.

JOUR 5323, Documentary Production I

Competency 1

To write competently in the appropriate writing styles for the area(s) of journalism the student selects.

Students in JOUR 5323 write film reviews, case studies, and story pitches. They receive feedback on the quality of their writing, but writing instruction is not the goal of this course.

Competency 2.

To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.

Students study long-form, non-fiction documentary story telling. They are required to study films, filmmakers, and to attend film festivals, including the annual Hot Springs Documentary Film Festival. Cases studies are examined. This helps understand the genre. A text is required, "Documentary Storytelling" by Sheila Curran Bernard. The course covers Story Basics, Approach, Structure, Manipulating Time, Research, Casting, Pitching and Proposal Writing, Outlines, Treatments and Scripts, Shooting, Editing, and Writing Narration and Voice-Over.

Competency 3.

To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism.

This is a qualitative documentary filmmaking class, based on story development, including content and visual imagery. Students research and pitch story ideas. The class teacher selects teams and stories based on interest and accessibility. Students follow a prescribed system that includes story, pre-production research, outline, content and visual research, and field production. Additional steps are followed in Documentary Product II, JOUR 5333.

Competency 4.

To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.

Diversity is strongly encouraged when selecting stories and characters that drive the storylines. Explanation and discussion on various ways to recognize and define diversity are included. Some of the discussions are theory based, but all are directed at practice to help students in production of their films.

Competency 5.

To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods.

This is not a capstone class. It is part I of a two-part course in documentary filmmaking. Part II, JOUR 5333, is when the films are completed, that begin in this class. Both classes serve as a strong foundation for student MA Thesis Films.

JOUR 5333 Documentary Production II

Competency 1. *To write competently in the appropriate writing styles for the area(s) of journalism the student selects.*

Students in JOUR 5333 write scripts for the films they are producing in their teams. They are shown several different formats and they choose one for their writing. The scripts must include accurate visual descriptions and word-for-word transcriptions of narration and interviews.

The script should provide descriptions of transitions from one part of the story to the next, and note where music will be part of the soundtrack. The students present a first draft of the script and then a final draft. They meet with the professor for feedback at each stage.

Generally, the overall quality of the writing is good, especially in grammar, spelling, punctuation, and style. The writing instruction that occurs is in scripting the content and flow of the film. This is what is new for the students, and the quality varies.

Competency 2. *To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.*

This is the primary emphasis in JOUR 5333 as it is the semester in which the students write and edit their documentary film. The rubric below is based on the student performance in these skill areas, and is the overall average of the work done in the sixteen films produced. The range in the technical quality of the films is sometimes significant, with some of excellent quality, and some with technical weaknesses. Overall, the technical quality is good.

Ideally, we could offer a course in advanced videography and editing that would give students instruction in the technical skills required to produce a professional quality film. As it is, we try to assign a student who is confident in videography and editing to each project, to insure the technical quality of the films.

Competency 3. *To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism.*

This area is addressed in JOUR 5323 Documentary Production I, the first semester of the two-semester sequence, when the students are developing and researching the subject of their film. It is not a component of JOUR 5333 Documentary Production II.

Competency 4. *To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.*

This competency is addressed in JOUR 5333 Documentary Production II by lectures in copyright and Fair Use concerning the best practices in documentary filmmaking when using the creative work of others. Discussions are ongoing throughout the process about how to make sure

the films are inclusive of the broadest audience possible. A list of the film topics demonstrates a commitment to producing stories across a broad diverse spectrum:

Stuff About Stuff—A story about people who love resell shops and recycling old items.

Oak Street Cemetery—A story about an African American cemetery in Fayetteville, Arkansas.

Jocelyn Elders—A profile of the first female African-American surgeon general of the United States.

Stage Presence—A story of two young artists trying to find success in their performance areas—a female comedienne, and a male drag queen.

Competency 5. *To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods.*

The films produced by the student teams in JOUR 5333 definitely qualify as a “capstone experience” because of the in-depth nature of the work involved in producing a 30-minute film. Student evaluations of the experience confirm that the combination of JOUR 5323 and 5333, Documentary Production I and II, is an effective way to teach the process of making a documentary film. The fact that one of the films produced in 2015 by students in JOUR 5323 and JOUR 5333, “Maker—The Art of Terry Boorman,” was awarded the Broadcast Education Association’s national award for best student long-form documentary, is a testament to the quality of our student’s work, and the effectiveness of these courses.

Assessment Conclusions.

When evaluating the effectiveness of courses where the goal is to teach students how to produce quality documentary films, the most convincing evidence is in the performance of the students. Our students have produced three to four documentary films per year for the last five years, resulting in a number of regional and national awards, including the BEA national award for Best Student Documentary. Many of the films have been broadcast on statewide public television and screened at regional film festivals.

The instructors of the two courses, Larry Foley and Dale Carpenter, have professional skills that complement each other—Foley in producing and writing, Carpenter in videography and editing, which gives students informed feedback during all phases of the productions.

The department has an adequate supply of cameras, lighting packages, and editing equipment to enable the students to produce a professional quality film. The student television station is a valuable outlet for the films to be seen by the local community.

An area that could be improved is to be able to offer some preliminary courses leading up to JOUR 5323 in which students could work on their technical skills before beginning the process of producing a film. Courses in advanced videography/editing, scriptwriting, animation and graphics would boost the quality of the films produced by the students.

Assessment of Graduate Students' Documentary Film Theses

Students who produce a documentary film for the thesis are required to submit their film and three written components for the defense:

Research Paper. This should be on a subject related to the documentary's topic.

It should demonstrate an effort to understand the background of the topic to help the student make creative decisions about what to include in their film's story.

Script and Credit List. This should be an accurate paper script reflecting the visual and audio components of the film, including the list of credits.

Production Narrative. This is a personal account of the student's experience making the film. It should discuss the thinking and the process they used to make creative decisions about the film. The following is a list of questions we ask them to address in the production narrative:

- Describe the goal of your project. What did you set out to do? What were some of the questions you were trying to answer in your thesis film?
- Discuss the research you did to find the story. What did you read? Who did you talk to? What sort of archival material did you search for and find for the documentary? Did the project change as you learned more about the subject? How? What challenges did you face gaining access to subjects and materials?
- You may include work that you did in JOUR 5043, Research Methods in Journalism.
- Talk about the decisions you made about what to include in the film. Refer to your outline and discuss how you structured the story. How did you decide who to interview and what questions to ask? Was there an overriding theme in your story? How do the parts contribute to that theme?
- During production, what were some of the challenges you faced in shooting the documentary? Did you have a certain "look" you were trying to capture? Discuss what you learned about the technical aspects of videography and audio production during the production phase. Did your film change at all during the shooting phase? Why and how?
- Talk about writing the script. What was the process like for you? Discuss how you made decisions on writing style, use of narration, etc. How did the story change during the writing phase? What did you learn during the writing of the script?
- Editing. What was the process like for you? Discuss the choices you made regarding music, and editing style. Did the original vision of the film change during the editing? How? What did you learn during the editing phase? Any new skills?

- Conclusion: You should look back at the process you went through to make the film, and reflect on how the end product measures up to the idea you began with. Discuss what you think works well in the film, and what you see as the film's weak points. If you could go back and redo any of the production phases, what would you do differently?

The ideal situation is for the student to know the topic of the thesis film before taking JOUR 5043, Research Methods in Journalism. This enables them to use the class to help them develop and write the research paper. Generally, these students write excellent research papers. Sometimes the topic of the thesis film changes, or is developed after the student has taken Research Methods. Typically, the research paper is not as strong in these cases.

While the written components are required of each student, the primary product is the completed documentary film. The ideal project is a 30-minute film in which the student performs all the creative roles, including producing and writing, videography and editing.

Students enter the program with a wide range of ability and experience in producing, writing, videography and editing documentary films. JOUR 5323 and JOUR 5333 give them an introduction to the phases of film production as they work with a partner on a 30-minute film. The strengths and weaknesses of the thesis films are usually a reflection of the student's individual skills, as it is usually a solitary endeavor.

Following is an assessment of students' documentary film performance based on each of the competencies.

Assessment Conclusions.

Developing, researching, producing, writing, and editing a 30-minute documentary film, along with a written research paper and production narrative, is a demanding and all-consuming undertaking. It usually takes the student a year to complete, and sometimes longer, depending on how much concentrated time they can devote to the project. All five of the "Expected Outcomes/Competencies" are addressed in doing the thesis project.

Competency 1. *To write competently in the appropriate writing styles for the area(s) of journalism the student selects.*

Based on a 4.0 scale, the average rating for the research paper was 3.0. The production narrative rating was 3.6. The scriptwriting rating was 3.4. When students take JOUR 5043, Research Methods in Journalism, before they know the topic of their thesis film, or if their topic changes, their research paper is usually not as strong. The support of this class makes the papers better, if they know their topic. The higher ratings of the production narrative and script are likely due to the fact that these are written during or after their work on the thesis film.

Competency 2. *To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.*

The technical skills required in the production of a documentary film are primarily videography and video editing, including audio and visual communication. The ratings of the individual students were mostly 3 or 4 in both videography and editing. The averages were 3.4 for videography and 3.5 for editing, indicating a good skill level in most students in these areas.

Competency 3. *To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism.*

The best indicator of this competency is in the ratings students receive for producing and developing a story idea for their thesis film. The average rating for these research skills was 3.6 on a 4.0 scale, indicating that students are doing a good job developing and researching the stories they are telling. The amount of research required varies depending on the type of film they are doing. Historical or scientific films require more research than personal profiles or stories based on current events or trends. The fact that the final film is expected to be 30-minutes comes with a built-in necessity for a significant amount of research and story development.

Competency 4. *To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.*

Most of the direct instruction regarding the role of the profession and the importance of representing diverse viewpoints comes in the two documentary film classes the student takes before doing the thesis film. The thesis director guides the student during the phases of production to ensure the film is not excluding any audiences, and is considering the widest range of viewpoints possible. Ultimately, it is the student's film, and he/she is required to screen the film for an audience, and urged to enter it into film festivals and awards competitions. This public aspect of the work reminds students of the importance of obtaining rights to copyrighted materials used in the film, and to make it accurate and inclusive.

Competency 5. *To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods.*

Doing a documentary film as the master's degree thesis is truly a capstone experience. Dr. Joe Foote, from the University of Oklahoma, served as one of the outside reviewers for the department's last MA Assessment in 2010. He commented that the demands of developing, researching, and producing a 30-minute documentary that we ask our MA students to do as their thesis, is on the level of work required for an MFA terminal degree. At that time, our numbers of students completing the degree was low, and Dr. Foote recommended scaling back the scope of the project to enable more students to finish and graduate.

Although we appreciated Dr. Foote's comments, we did not scale back the expectations of student's documentary thesis films, and yet, our numbers of graduates increased substantially over that time. What we did change was the amount of effort we put into communicating with our students to encourage them to finish. In 2010, the attitude of the faculty was that the student

was responsible for communicating with us about the progress of the thesis film. Since then both Professors Foley and Carpenter have reached out to students who have finished their coursework, but are still working on their thesis films, to keep track of their progress, and to help them set deadlines for each phase of their production.

The message is – we want you to graduate, and your film doesn't have to be perfect. It just has to demonstrate a level of professionalism and evidence that you did the best you could with the resources and time you had.

News Narratives Concentration

Assessment of Students' Performance in Highly Recommended Courses

The heavy reading and writing requirements of the News Narrative sequence have resulted in low enrollment but high marks in the assessment of students who completed the coursework. The evaluation shows instructor satisfaction in the areas of organization, research, and critical thinking. Students emerge well-versed in the canon of long-form journalism and literary journalism, reaching back as far as the muckrakers of the 19th century to modern-day award-winning practitioners of long-form, in-depth and/or investigative journalism, such as Steven Brill, Luke Mogelson, and Pamela Colloff. The coursework does not deploy traditional academic research methods but instructs students through example and in practice the research typical to long-form journalism. Diversity topics are covered mainly through readings and encouraged in assignments, though more diversity should be expressed through sources and in assignments covering minority or marginalized communities and/or individuals. Student work has been honored in state, regional, and national awards, including the Society of Professional Journalists, the Hearst Foundation, and the Green Eyeshade.

Assessment of Students' Performance in Theses and Thesis Projects

Master's theses in the News Narrative sequence are low in number but have been regarded by faculty as strong. They are varied in content and form, including quantitative and qualitative academic research and a project thesis written as a series as publication-quality newspaper articles. Indeed, the Arkansas Democrat-Gazette agreed to run the series. Not all theses were unvarnished successes; one student crafted a careful study of perceived bias only to find that her subjects were unable to recognize bias. The thesis mentors did not regard this, necessarily, as a flaw in the execution of the project. Because news narratives theses do not operate from one template, assessment is difficult. Overall, however, the fact that the program allows so much flexibility in the style and substance of theses is a programmatic strength that allows students to pursue research tailored to their professional or academic goals.

Assessment statements (with 1 = Poor through 5 = Excellent).

1. To write competently in the appropriate writing styles for the area(s) of journalism the student selects: 3.5

2. To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism: 4.
3. To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism: 3.5.
4. To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice: 3.5.
5. To complete a capstone experience demonstrating proficiency in designing and producing a thesis which incorporates the appropriate Journalistic skills, theories and methods: 4.

Assessment Conclusions.

Students in the News Narrative sequence have demonstrated their mastery of the core competencies articulated in the program's Expected Educational Outcomes rubric. The program's emphasis on argument, research, and writing generally manifest in the theses projects. Areas for improvement exist, though the diversity of theses platforms makes direct comparisons difficult. Students generally choose ambitious projects with real-world stakes. April Robertson's project focused on the health-care availability of a minority group, LGBTQ members in Northwest Arkansas, demonstrating continued commitment to issues of diversity and disenfranchisement. More investigative work can be encouraged among theses, as well as projects that build on the written word with interactive, digital components.

News Narratives projects with quantitative research are typically fashioned in Research Methods courses, which grounds students in the best practices of academic research. However, for many journalism students, this course is their first experience with quantitative research. This can cause some to feel disoriented and may hinder their research. Nevertheless, the projects produced for this sequence have been satisfactory.

Assessment of Indirect Measures

Three indirect measures were used in assessing performance of Journalism MA students: awards won by students, their employment post-graduation and the survey of graduates in the cohort. Journalism MA students and graduates have performed well in the first two categories.

Indirect Assessment - Awards Presented to Journalism MA Students

The number and prestige of awards won by Journalism MA students suggest a high degree of accomplishment, particularly with respect to competencies 1, 2 and 3. Any inference about competency 4 is difficult without examination of the individual pieces of work students produced.

Out of the 33 students in the cohort, two-thirds (22) produced work individually or on teams that won 21 awards in national, prominent regional and local competitions. Students' awards were high-level; most were first places or best in show. Documentary and news writing students have a consistent record of awards; advertising/public relations students competed for the first time this past year, with a very limited number of competitions they may enter. A graduate who worked with a faculty second author to significantly revise a research paper stemming from her thesis had the paper accepted at the 2017 AEJMC conference in August 2017.

We realize that awards reflect the work of a select number of students. However, that 67 percent of a cohort won a number of top awards over a period of 5 years is very encouraging and suggests a high level of mastery of writing (competency 1); understanding of concepts, skills, tools, etc. (competency 2); and understanding of how to conduct research and analyze results (competency 3).

Recommendation: The Journalism MA program should continue to encourage students to enter competitions, where possible. This activity excites and motivates students in learning and mastery of skills, it can benefit them professionally, further enhance their competency in using research and theory, and it also reflects well on the quality of instruction and the experiences students have in the program.

Graduate Student Awards

Awards in 2011-2012

Jesse Abdenour – Student Documentary – “Therapeutic Justice”
Mid America Chapter National Academy of Television Arts and Sciences (NATAS)

Jesse Abdenour and Tony Cosgrove - Student Documentary –
“Knocked Out: Aging Boxers Fight the Clock” Mid-America NATAS

Brian Petty - Student Documentary – “Finders Keepers: The Arkansas Diamond
Legacy” Mid America Chapter NATAS

Awards in 2012-2013

Jose Lopez, John Cooper, and Yen Nguyen – Best Student Documentary
Mid America Chapter NATAS

Awards in 2013-2014

Clint Fullen – Best Student Documentary
Broadcast Education Association (BEA) Festival of Media Arts (National)

Bryan Campbell and Bobbie Foster – Excellence in Editing
BEA Festival of Media Arts (National)

Sarah Moore – Best College Student Documentary
Mid America Chapter NATAS

Clint Fullen – First Place – Online In-Depth Reporting (Large Universities)
“Steering to Success”
Society of Professional Journalists Region 12

Awards in 2014-2015

Daniel Henkel and Alyssa Becker – Honorable Mention for Student Documentary
BEA Festival of Media Arts (National)

Scott Ramsey and Kisa Clark – Honorable Mention for Student Documentary
BEA Festival of Media Arts (National)

Tiffany King – Honorable Mention for Student Documentary
BEA Festival of Media Arts (National)

Jacob Bain – Finalist for film “Turpentine Creek”
Eureka Springs Indie Film Festival 2014

Tiffany King and John Cooper – “Oak Cemetery”
Fayetteville Mayor’s Award for Outstanding Service in Historic Preservation

Awards in 2015-2016

Katherine Hunt – Fourth Place – Feature Story
“Girls with guts: Giving a voice to an uncomfortable issue”
Finalist for Story of the Year
Associated Collegiate Press Awards (National)

Blake Sutton (JOUR MA student), Logan Jung (JOUR BA student) and
Anna Murta (COMM MA student) - Best Student Documentary
BEA Festival of Media Arts (National)

Rachel Caldwell and Kendra Williams (Rad Grads Agency)
Semi-Finalists (among Top 30 of 225 entries)
Marketing EDGE Collegiate ECHO Challenge (National)

Christi Welter, co-author on article accepted for presentation and publication
Bobbie Foster, former JOUR MA student, is also a co-author on this article
McCaffrey, Raymond, Bobbie Foster, Christi Welter and Janine Parry.
“The Divide Between Journalists and the Audience: Perceptions of Journalism
Credibility at a Statewide Level.” *Southwestern Mass Communication Journal*.
(In Press – Anticipated Publication: Spring 2017
Top Six Paper - 2016 Southwest Education Council for Journalism and Mass
Communication Symposium.

Kristen Coppola – First Place in Feature Writing
Society of Professional Journalists, Region 12

Katherine Hunt – Finalist for Best Nonfiction Magazine Story
Society of Professional Journalists, Region 12

Kristen Coppola – First Place for Spot News Photo
Arkansas College Media Association

TJ Stallbaumer, First Place - General Column Writing for the Arkansas Traveler
Arkansas College Media Association

Antoinette Grajeda
Scott Ramsey
Screened their thesis films at the Fayetteville Film Festival

Awards in 2016-2017

Brittany Smith – First author on a research paper accepted for presentation in August 2017
AEJMC: Commission on the Status of Women – Chicago
“Gender representation and occupational portrayals in primetime television:
Has there been any progress?” by Brittany Smith and Jan L. Wicks

Indirect Assessment – Acceptance into Graduate Programs

Jesse Abdenour
Jesse graduated from the Ph.D. in Mass Communication program at the University
of North Carolina-Chapel Hill in 2015 and is now an assistant professor in the
School of Journalism and Communication at the University of Oregon.

Kristen Coppola
Kristen is a law student at the University of Arkansas Law School

Bobbie Foster
Bobbie was accepted into the Ph.D. in Journalism Studies program in the Philip
Merrill College of Journalism at the University of Maryland, starting in fall 2017.

Holly Sullivan

Holly was accepted into the Ph.D. in Higher Education program at the University of Mississippi.

Indirect Assessment - Employment Post-Graduation

Of the cohort of 33 graduates, 75.7 percent (25) are working in positions related to their Journalism MA degrees. These include positions such as video production for news and for promotion, reporting, corporate communications, and public relations. Of the remaining eight graduates, one is a journalism assistant professor at Kabul University in Afghanistan, one is in law school, two are entering doctoral programs (one in journalism and one in higher education) and five are in unrelated fields such as real estate, student ministry and youth and aquatics for a country club.

The job titles indicate middle to moderate-high level positions; several are “directors” or “managers.” For example, positions include online sports director for a publication, features editor, marketing program manager, and director of communications. These are reasonable levels of job achievement for graduates who have been out of school only a short time.

The relatively high percentage of graduates working in the profession and the level of their positions plus the admissions to law school and doctoral programs, indicate a high level of mastery in competencies 1-3 – writing, use of skills and tools, and conducting research. Again, assessing competency in 4 is difficult for this indirect measure.

(Please see Appendix F for the complete list of cohort students and their current employment.)

Survey of JOUR MA Graduates Results

The JOUR MA survey of graduates was emailed to 33 cohort students, resulting in 16 completed surveys and a response rate of 48.48%. Students rated aspects of the program on a scale of 5 = Excellent to 1 = Poor, with any different bipolar rating statements noted below. The items rated and means for each item are listed below. (See Appendix G for a complete breakdown of results.)

Means for Cohort Responses to Survey Items

<u>Competencies/Qualities Items</u>	<u>Mean Rating</u> (1=Poor/5=Excellent)
To write competently in the appropriate writing style(s) for your area of journalism	3.94
To practice the skills used in journalism	4.00
To understand the concepts and theories used in journalism	4.00
To understand the tools and technologies used in journalism	3.56
To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods in journalism	4.13
To understand the role of the journalism profession in society	4.38
To understand the importance of representing diverse viewpoints and experiences	4.19
The quality of the faculty	4.31
The quality of information in the journalism courses I took	3.81
The ability of the faculty to stay current in the field	3.75
The overall quality of graduate level teaching by faculty	3.88
The academic standards in the program	4.06
The willingness of faculty to help me when I had questions	4.69
The willingness of faculty to meet with me outside of class	4.75
My satisfaction with thesis supervision/guidance	4.38
The technology resources including computers, software, television equipment, etc.	4.13
The library and electronic research resources	4.20
The overall quality of the program	4.06
Average of UA JOUR MA Program Item Means	4.12
<u>Other Items</u>	<u>Mean Rating</u> (1=Definitely Not/5=Definitely)
If you could start your graduate/professional career again, would you select the UA JOUR MA program again?	4.13
Would you recommend the UA JOUR MA program to someone else?	4.31
(1=Strongly Disagree/5=Strongly Agree)	
The overall environment in the UA JOUR MA program is welcoming to people of diverse backgrounds	4.56

<u>Other Items (continued)</u>	<u>Mean Rating</u> (1=Very Dissatisfied/5=Very Satisfied)
How satisfied are you with your current employment options/opportunities?	3.94
Average of All Program and Other Item Means	4.14

The mean ratings of responses to survey items ranged from a low of 3.56 to a high of 4.75, with cohort students generally rating the program as good, with most rating it very good or excellent, or positively. The average of all ratings related to the competencies and qualities of the program, its faculty and facilities was 4.12, while the overall average for all items was 4.14 (on a scale of 1 = poor or most negative to 5 = excellent or most positive).

While all averages are positive, the results suggest the graduate faculty should consider how to improve on several factors. Student responses suggest that faculty need to consider additional ways to stay current in the field, including current tools and technologies, as these were the lowest ratings. The verbatim responses to open-ended questions were also generally positive. Constructive criticisms focused on offering additional classes (especially in Ad/PR and Documentary), offering additional broadcast technical training, and workloads. (Please see Appendix G for the survey results and verbatim responses.)

More information regarding the cohort responses is found in the assessment conclusions below.

Assessment Conclusions.

From the survey of graduates, the program faculty should consider adding graduate advertising/public relations courses (especially public relations) and technical broadcast/documentary courses to the curriculum. Students tended to ask for a greater selection of courses as well as the ability to specialize more in their area of interest.

Specifically, the results suggest the graduate faculty should consider the following items. These items will be discussed and addressed in faculty meetings beginning in fall 2017.

1. Offer additional graduate courses, especially in PR/Advertising and Technical Broadcast Skills/Documentary
2. Adapt additional ways to stay current and add information to graduate courses, including information or skills training regarding relevant tools and technologies
3. Consider how to improve writing among graduate students in each area of specialization

The graduate program faculty already work with students to help them find employment, so additional emphasis should be placed on using the UA's Career Services office. Career Services has information on available jobs, improving job-hunting skills, and developing other interpersonal skills crucial to landing a job.

The graduate program would benefit from having staff support in tracking graduate students post-graduation. At present, that is unlikely given the thin staffing in the Journalism Department office and the multiple demands on the two staff members. This might be handled very simply and automatically, however. A standard, brief update survey could be developed and sent out every year to the last known address of graduates. It would involve some time and resources in its first year, but less thereafter.

A database of graduates can be helpful in maintaining connections between them and the program as well as in assisting with recruitment and even employment searches of current students.

One respondent discussed the workload of graduate assistants (GAs) during his or her time in the program. For a brief period a few GAs were teaching a number of JOUR 1033 labs, which was cleared with the Graduate School. However, these GAs notified us of the workload issues and we reallocated workloads, addressing the problem.

B. Any changes to degree/certificate planned or made on the basis of the assessment and analysis.

The JOUR MA program implemented changes based on the first external review and assessment in 2011, which appear to be providing better training and flexibility to our graduate students. By requiring 18 hours of journalism courses and six hours of outside courses and requiring JOUR 5023 Journalism Theory for all students, performance on the capstone thesis should improve, resulting in a wider variety of theories used in the thesis. Adding new graduate courses will provide additional specialized training for students. Allowing students to complete a traditional or professional project thesis allows students to tailor their capstone experience to their interests and future career aspirations. Establishing the 5-Year BA/MA program and the \$10,000 Pearson Fellowship enables talented undergraduate students to continue their educations.

At this time, it appears prudent to follow these changes for a longer period of time to see whether any additional changes are needed. The assessment suggests students are performing reasonably well and are generally successful in finding employment in the field, if desired. (For example, one student working in a sports management position is working in her second area of the program, while another is a real estate agent by choice.) In addition, as the suggestions of the last external review were quite helpful, we look forward to considering the recommendations of this external review.

C. Any changes to the assessment process made or planned.

No changes to the assessment process are planned at this time. We will continue to follow the progress of our students, considering trends in academia and industry as well as the recommendations of external reviews, introducing changes as needed.

Appendix
Assessment Rubrics

Writing Assessment Rubric

Scores: 5- Excellent 4- Good 3- Average 2- Weak 1- Poor

Writing

- | | |
|---|---|
| 1. Piece/Paper/Story is written using conventions of standard English with correct writing skills, including grammar, spelling, punctuation and AP Style. | ■ |
| 2. If news story, written correctly (for News or Magazine) appropriate style for the outlet | ■ |
| 3. If paper or other report, written correctly in the appropriate style | — |
| 4. The writing has a clear focus and is well-organized, from the beginning through the end. | ■ |
| 5. The writing demonstrates the author's mastery of the material and appropriate sourcing of information. | |
| 5. Interviews, research, and other primary or secondary sources used effectively | ■ |
| 6. Sources are identified clearly and transitions flow into quotes. | ■ |
| 7. Stories or reports are balanced and written fairly | |
| 8. Writing employs critical thinking backed by research | ■ |
| 9. Writing shows and accurately represents appropriate diversity | ■ |

Tools and Technologies Assessment Rubric

Scores: 5- Excellent 4- Good 3- Average 2- Weak 1- Poor

Production (if applicable)

Story or report is rendered correctly using the appropriate tool, software, editing, etc.



Images are well-composed, demonstrating a “good eye.”



Images are creative and memorable. Story/Piece has a visual beginning and close.



Video has good focus, color, and exposure.



Video edit is clean. No flash frames, and plenty of pad at beginning and end.



Story uses visual sequences, edited for continuity, to tell the story.



There is a strong link between the visuals and the audio.



JOUR MA Thesis Assessment Rubric
Assess students on each item from 1 = poor to 5 = excellent

MA Thesis Assessment (student/year): _____

1. To write competently in the appropriate writing styles for the area(s) of journalism the student selects.

Score:

2. To understand the concepts, theories, skills, tools and technologies used in the appropriate area of journalism.

Score:

3. To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods or other methods appropriate to the area of Journalism.

Score:











4. To understand the role of the profession in society and the importance of representing diverse viewpoints and experiences in theory and practice.

Score:

Summary:

JOUR 5043 Research Methods in Journalism Assessment Rubric

Scores: 5- Excellent 4- Good 3- Average 2- Weak 1- Poor

- | | |
|--|---|
| 1. Selected an appropriate qualitative or quantitative research method for the thesis proposal. |  |
| 2. Used/applied the selected research method appropriately in the thesis proposal. |  |
| 3. Included the appropriate components (e.g., sampling, intercoder reliability, triangulation, etc.) in the methods section for the selected quantitative or qualitative method |  |
| 4. Used/applied appropriate statistical tests or qualitative techniques to analyze data. |  |
| 5. Explained the research methods in the methods section accurately/correctly. |  |
| 6. Articulated an appropriate theory or literature analysis in the thesis proposal literature review in sufficient clarity and detail. |  |
| 7. Used/applied appropriate primary and secondary research sources. |  |
| 8. Integrated/synthesized information from the appropriate primary and secondary research sources correctly. |  |
| 9. Used appropriate ethical and professional research practices. |  |
| 10. Represented diverse views/audiences/topics appropriately. |  |

Appendix F
UA JOUR MA Cohort Students and Current Employment

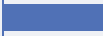
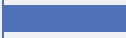


Cohort Student Name	Current Employment
Bain, Jacob P	Media Production, First Baptist Church, Texarkana, AR
Caldwell, Rachael A	Content Manager, Seattle Reign - Women's professional soccer team in Seattle, Washington
Chyrchel Moore, Sarah	Associate Video Producer, Pryor Center for Oral and Visual History, University of Arkansas, Fayetteville, AR
Coppola, Kristen Adele	UA Law School - First Year Student, and Graphic Design Contractor, Razorback Foundation
Davis, DeMarius	Marketing Project Manager, Sam's Club, Bentonville, AR
Ebbini, Aniseh	News Producer, WISH-TV, Indianapolis, Indiana
Foster, Bobbie J	Assistant Director, UA Center for Ethics in Journalism (entering Univ. of Maryland PhD program in fall 2017)
Fullen, Clinton	Senior Promotions Producer, KHBS/KHOG-TV Rogers AR
Gilleece, Erin	Digital Videographer/Editor, WhyteSpyder Ecommerce and Content Creation
Grajeda, Jacqueline	News Producer, KUAF, Fayetteville
Gramlich, W. Lukas	Video Project Specialist, UA Global Campus
Jawad, Abdul-Qahar	Associate Professor, Kabul University
Jones, Matthew	Online Sports Director, Arkansas Democrat-Gazette
King, Tiffany	Instructor, UA Journalism Department
Lopez, Jose	Content Manager and Copywriter, Aquaworld Cancun, Mexico
Luna, Judith	Realtor, Keller Williams, Fayetteville, AR
McKinney, Derick	Director of Student Ministry Worship, New Heights Church, Fayetteville

Cohort Student Name	Current Employment (continued)
McLoud, Kaylin	Advancement Writer, Crystal Bridges Museum of American Art, Bentonville
Pasquinzo, Craig	Administrative Specialist III, Fulbright College Honors Program, University of Arkansas
Pearson, Kristin	Youth & Aquatics Director, Denver Country Club, Denver, CO
Pearson, Paulette	Features Editor, Luxe Interiors + Design, Washington, DC
Ramsey, J. Scott	Designer at Groundwork Communications & Adjunct Instructor, John Brown University, Siloam Springs
Relyea-Guin, Kimberlee	Executive Director of Marketing and Public Relations, Outback in the Ozarks, Fayetteville
Smith, Brittany	Administrative Specialist II, UA Testing Services, Fayetteville
Spiegelhoff, Joseph	Account Executive, Cramer-Krasselt in Milwaukee, Wisconsin (second largest independent ad agency in the U.S.)
Stuart, Abby	Walmart Senior Project Manager, Ivie & Associates, Rogers, AR
Sutton, Blake	Clerical Assistant, UA Pryor Center
Sullivan, Holly	Student in the PhD in Higher Education Program at the University of Mississippi
Sullivan, Nichelle	News Producer, CBS News Dallas-Fort Worth
Vu, Huong	Marketing and Communications Manager, Vietnam Energy Efficient Building Project (Fairventures Worldwide/E4G.org)
Walker Ruff, Allison	Manager of Corporate Communication, J.B. Hunt Transport Services, Lowell, AR
Wallace, April	Rogers City Reporter, Arkansas Democrat-Gazette/ArkansasOnline
Wells, Heidi S.	Director of Communications, College of Education and Health Professions, University of Arkansas

Appendix G
JOUR MA Cohort Survey Results

Q1 - Please rate how effectively the UA JOUR MA program prepared you for your professional life after graduation, including working in the journalism field or continuing your graduate studies. (Please indicate whether the preparation for each of the following factors was Excellent, Very Good, Good, Fair or Poor by selecting the appropriate answer.)

To write competently in the appropriate writing style(s) for your area of journalism.

#	Answer	Bar	Response	%
5	Excellent		5	31.25%
4	Very Good		6	37.50%
33	Good		4	25.00%
24	Fair		1	6.25%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 3.94

Q2 - To practice the skills used in journalism.

#	Answer	Bar	Response	%
5	Excellent		6	37.50%
4	Very Good		4	25.00%
3	Good		6	37.50%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%





Average: 4.0

Q3 - To understand the concepts and theories used in journalism.

#	Answer	Bar	Response	%
5	Excellent		5	31.25%
4	Very Good		6	37.50%
3	Good		5	31.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%



Average: 4.0

Q4 - To understand the tools and technologies used in journalism.

#	Answer	Bar	Response	%
5	Excellent		1	6.25%
4	Very Good		9	56.25%
3	Good		4	25.00%
2	Fair		2	12.50%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 3.56

Q5 - To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods in journalism.

#	Answer	Bar	Response	%
5	Excellent		5	33.33%
4	Very Good		8	53.33%
3	Good		1	6.67%
2	Fair		1	6.67%
1	Poor		0	0.00%
	Total		15	100.00%




Average: 4.13

Q6 - To understand the role of the journalism profession in society.

#	Answer	Bar	Response	%
5	Excellent		8	50.00%
4	Very Good		6	37.50%
3	Good		2	12.50%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.38




Q7 - To understand the importance of representing diverse viewpoints and experiences.

#	Answer	Bar	Response	%
5	Excellent		7	43.75%
4	Very Good		5	31.25%
3	Good		4	25.00%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.19




Q8 - Please rate the following dimensions of the UA JOUR MA program. (Please indicate whether the preparation for each of the following factors was Excellent, Very Good, Good, Fair or Poor by selecting the appropriate answer.)

The quality of the faculty.

#	Answer	Bar	Response	%
5	Excellent		8	50.00%
4	Very Good		5	31.25%
3	Good		3	18.75%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%





Average: 4.31

Q9 - The quality of information in the journalism courses I took.

#	Answer	Bar	Response	%
5	Excellent		2	12.50%
4	Very Good		9	56.25%
3	Good		5	31.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%




Average: 3.81

Q10 - The ability of the faculty to stay current in the field.

#	Answer	Bar	Response	%
5	Excellent		4	25.00%
4	Very Good		6	37.50%
3	Good		4	25.00%
2	Fair		2	12.50%
1	Poor		0	0.00%
	Total		16	100.00%




Average: 3.75

Q11 - The overall quality of graduate level teaching by faculty.

#	Answer	Bar	Response	%
5	Excellent		3	18.75%
4	Very Good		8	50.00%
3	Good		5	31.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

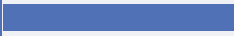


Average: 3.88

Q12 - The academic standards in the program.

#	Answer	Bar	Response	%
5	Excellent		4	25.00%
4	Very Good		9	56.25%
3	Good		3	18.75%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%



Average: 4.06

Q13 - The willingness of faculty to help me when I had questions.

#	Answer	Bar	Response	%
5	Excellent		12	75.00%
4	Very Good		3	18.75%
3	Good		1	6.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.69

Q14 - The willingness of faculty to meet with me outside of class.

#	Answer	Bar	Response	%
5	Excellent		12	75.00%
4	Very Good		4	25.00%
3	Good		0	0.00%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%




Average 4.75

Q15 - My satisfaction with thesis supervision/guidance.

#	Answer	Bar	Response	%
5	Excellent		10	62.50%
4	Very Good		3	18.75%
3	Good		2	12.50%
2	Fair		1	6.25%
1	Poor		0	0.00%
	Total		16	100.00%




Average: 4.38

Q16 - The technology resources including computers, software, television equipment, etc.

#	Answer	Bar	Response	%
5	Excellent		5	31.25%
4	Very Good		8	50.00%
3	Good		3	18.75%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.13

Q17 - The library and electronic research resources.

#	Answer	Bar	Response	%
5	Excellent		5	33.33%
4	Very Good		8	53.33%
3	Good		2	13.33%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		15	100.00%

Average: 4.20

Q18 - The overall quality of the program.

#	Answer	Bar	Response	%
5	Excellent		6	37.50%
4	Very Good		5	31.25%
3	Good		5	31.25%
2	Fair		0	0.00%
1	Poor		0	0.00%
	Total		16	100.00%

Average: 4.06

Q19 - Please indicate your retrospective assessment of UA JOUR MA program by answering the following questions. (Please indicate whether you would select the UA JOUR MA program if you were starting your graduate career again and whether you'd recommend the program to others by selecting Definitely, Probably, Maybe, Probably Not or Definitely Not.)

If you could start your graduate/professional career again, would you select the UA JOUR MA program again? (Please select the appropriate answer.)

#	Answer	Bar	Response	%
5	Definitely		7	43.75%
4	Probably		5	31.25%
3	Maybe		3	18.75%
2	Probably Not		1	6.25%
1	Definitely Not		0	0.00%
	Total		16	100.00%

Average: 4.13

Q20 - Please explain why you would/would not select the program again.

Please explain why you would/would not select the program again.

I think the addition of journalism theory classes and more tenure-track faculty has opened up the program to produce excellent research. I always felt welcomed to ask for advice or assistance. My biggest complaint is in the dividing of graduate assistant duties. I was very happy to get an opportunity to teach, but during my last year another student and I each carried 5 sections of lab. Professors in other departments had to inform me that the load was greater than is usually required of students. Perhaps better planning would allow students to carry only one or two labs a semester to keep the hours to 20 a week as assigned by the university.

Would choose as secondary or concentration, as my career choice is somewhat outside the classes and concentrations offered in the JOUR MA program.

There were not enough graduate courses specifically in advertising and public relations so I took one communications course and one undergraduate honors course. Ideally, there would be enough graduate courses in public relations alone because it's very different than advertising.

This question gives rise to a complicated answer. The environment of UARK lends itself to study, it's a beautiful campus in the Ozarks, with plenty of television, print and online media resources for a journalism masters student to critique and study. Library resources are thorough and if there isn't something immediately available to use, staff works to obtain it for you. The computer/media lab is top notch and uses the top of the line equipment/programs that are actually being used in the industry. In the end my answer depends upon the faculty and the values they choose to espouse. During my studies, I suffered a death in my family that literally put a stop to my studies. I was ready to quit, even though I was almost finished. One of the professors believed in me, and even though it took years, I finally finished. To me, it showed they knew I had promise, that they cared and that they were determined to see me through. I don't know if other professors would have done the same, and that is why I say probably. I also would have been smarter about my studies and become a TA in order to save money because UARK can be expensive. So any opportunity to help incoming graduate students defray costs would be welcomed, in order to grant greater freedom later in their Journalism career.

Excellent preparation and teaching.

Please explain why you would/would not select the program again.

The program was very beneficial. I might select a program that offered more rigorous, in-depth technical training on a larger array of equipment (cameras, microphones, lighting, software) as I have found that to be a great necessity in my career. However, I work in video production and do not work as a journalist, so the skills I utilize in my career may be slightly different than someone working as a journalist.

I believe that I was definitely enriched by my time in graduate school. However, looking back, I think I might have been more successful if I had taken other opportunities that would have allowed me to begin my career outside of Arkansas. I likely would have forgone graduate school entirely. I don't view that as a reflection of the UA program, but rather of the current career climate for those who desire to practice journalism (instead of advertising and public relations).

The convenience and affordability of the University of Arkansas were the primary factors in my decision to attend the graduate program, and probably would be the primary factors in any situation.

The program offered me a tremendous opportunity to further my career transition. The flexibility of the program allowed me to pursue a course of study that provided the kind of multidisciplinary program I needed. Studying under Larry Foley and Dale Carpenter was a tremendous privilege.

The UA JOUR MA program gave me confidence in my abilities to grow as a journalist and as a non-traditional student. My professors were understanding, compassionate, and eager to push me to the next level in whatever course I was enrolled. My research capabilities have grown dramatically. Gone are the days of feeling intimidated by journal articles. Research methods was a very intensive class, but very satisfying too. I really think it is classes like research methods, that make the graduate student appreciate the process, as well as the end result. Documentary film was another class that really molded me into a better student and journalist. Professor Carpenter and Professor Foley know how to coax a story out of the middle of thin air. This process is not easy to teach and they do it well. I would not trade the experience for anything.

The program (documentary track) is good for one-on-one help because it's a small program and the professors are very willing to help. One downside to a small program is there are not many graduate level courses specific to the broadcast field. Often times I took a graduate section of an undergraduate class in journalism as well as my second area of study (graphic design). It was also difficult to find new courses because I took upper level courses as an undergrad and therefore couldn't take them again, which narrowed my options even more

Please explain why you would/would not select the program again.

First, I enjoyed the size of the program. It was not too large and it allowed me to get to know my faculty and they were always available when I needed them. Secondly, the quality of the skills I learned was impeccable. I am currently in a PhD program in Higher Education Administration and I am so thankful for the research and writing preparation I received through this program. I also enjoyed being able to have another content area through the program. I feel like it made me well rounded and competitive in the job market. My one piece of disappointment was the lack of classes for the PR concentration within the MA. Often, my classes wouldn't make because there weren't enough students. I wish I would have had a little bit more opportunity for those specific skills since that was my area of emphasis.

**Q21 - Would you recommend the UA JOUR MA program to someone else?
(Please select the appropriate answer.)**

#	Answer	Bar	Response	%
5	Definitely		9	56.25%
4	Probably		3	18.75%
3	Maybe		4	25.00%
2	Probably Not		0	0.00%
1	Definitely Not		0	0.00%
	Total		16	100.00%

Average: 4.31

Q22 - Please explain why you would/would not recommend the program to someone else.

<p>Please explain why you would/would not recommend the program to someone else.</p>
<p>I know many Sport PR professionals/students and would recommend some classes, but would also recommend the sport management/public relations graduate program, as their journalism and PR classes are geared more toward that career path.</p>
<p>same reason as stated in the previous question</p>
<p>It would depend on what their goals are and if i thought the University was a good match. I do not blindly send people in a direction they may not be ready for. However, if they are determined, I do my best to help prepare them. That's why I say maybe.</p>
<p>Excellent preparation and teaching.</p>
<p>If the person was interested in doing high-level research or in beginning a career locally, I would definitely recommend the program. However, if he or she wanted to simply become a journalist, I would encourage him or her to "just start."</p>
<p>There were times when I thought the program could have been more challenging and there were times I was discouraged when I heard terms like, "This isn't the University of Missouri," indicating that we somehow should not be held to the same standard as the best.</p>
<p>The design of the program allows a student to bring the best of journalism to the subject matter of their choosing.</p>
<p>I would recommend the program for anyone who wants to extend their academic journalism career. My experience was a positive one in the regards of learning more about research, ethics, and documentary theory.</p>
<p>I would not recommend the program for someone with no journalism background. It's understandable that the program assumes you know the basics if you enroll in the MA program; however, even if you did study journalism as an undergrad, you can still be at a disadvantage. For example, I studied print and therefore was not as familiar with skills more specific for broadcast (proper lighting for an interview, how to operate the camera, etc). Very little time was spent learning some of these technical broadcast skills, which is fine if you studied broadcast as an undergrad, but it's much more difficult if you studied print or ad/PR and hadn't learned them previously.</p>
<p>All of the reasons on the last question.</p>




Q23 - Please answer the following questions about yourself. When did you graduate from the UA JOUR MA program? (Please write in the year you graduated in the box below.)

Please answer the following questions about yourself. When did you graduate?

2011	1	6.3%
2012	3	18.8%
2013	1	6.3%
2014	2	12.5%
2015	1	6.3%
2016	6	37.5%

Note: Two respondents did not indicate when they graduated.
 Percentages above based on total divided by 16 and rounded.

Q24 - What was your area of concentration in the program, if any?



#	Answer	Bar	Response	%
1	Advertising/ Public Relations		4	25.00%
2	Broadcast/ Documentary		8	50.00%
3	News Narratives/ (formerly News-Editorial)		2	12.50%
4	No Area of Concentration		1	6.25%
5	Other		1	6.25%
	Total		16	100.00%

Q24a - If you responded "Other" to Question 24, what was your other area of concentration in the UA JOUR MA program?







If you responded "Other" to Question 24, what was your other area of concentration.

Journalism and Communications



Q25 - What is your gender?

#	Answer	Bar	Response	%
1	Male		4	25.00%
2	Female		12	75.00%
	Total		16	100.00%

Q26 - What is your age (as of March 1, 2017)?

#	Answer	Bar	Response	%
1	25 or Younger		2	13.33%
2	26 - 30		7	46.67%
3	31 - 35		2	13.33%
4	36 - 40		1	6.67%
5	41 - 45		2	13.33%
6	46 or Older		1	6.67%
	Total		15	100.00%

Q27 - What is your marital status?

#	Answer	Bar	Response	%
1	Not Married		8	53.33%
2	Married		7	46.67%
	Total		15	100.00%

Note: One respondent did not indicate his or her marital status.

Q28 - To which racial or ethnic group do you belong? (Please check all that apply.)

#	Answer	Bar	Response	%
1	American Indian or Alaska Native		0	0.00%
2	Asian		1	6.67%
3	Black or African American		1	6.67%
4	Hispanic or Latino		1	6.67%
5	Native Hawaiian or Other Pacific Islander		0	0.00%
6	White or Caucasian		13	86.67%
7	Other		0	0.00%
	Total		16	100.00%

Q29 - Please indicate your level of agreement or disagreement with the following statement. The overall environment in the UA JOUR MA program is welcoming to people of diverse backgrounds.





#	Answer	Bar	Response	%
5	Strongly agree		10	62.50%
4	Somewhat agree		5	31.25%
3	Neither agree nor disagree		1	6.25%
2	Somewhat disagree		0	0.00%
1	Strongly disagree		0	0.00%
	Total		16	100.00%

Average: 4.56

Q30 - What is your current employment or school situation? (Please write in your job title and place of employment; or write in your graduate program and university.)

What is your current employment or school situation?
Editor, Luxe Interiors + Design Magazine (owned by Sandow)
News Producer, WISH-TV, Indianapolis
Video Project Specialist - University of Arkansas
Not employed in a Journalism-based profession.
Pursuing an MFA in Collaborative Design at John Brown University
Reporter/Producer at KUAF 91.3FM
I will start my phd in the fall -- currently I work for a state-run university as an instructor
Youth & Aquatics Director
director of communications, higher education
Public Information Officer, City of Dallas
Graphic Design Contractor, Central United Methodist Church
Assistant Registrar, NYIT College of Osteopathic Medicine PhD Student, University of Mississippi- Higher Education Administration
Marketing and Communications Manager, Family Medical Practice Vietnam
Fulbright Honors Administrative Specialist III, University of Arkansas

Q31 - How satisfied are you with your current employment options/opportunities?

#	Answer	Bar	Response	%
5	Very satisfied		5	31.25%
4	Satisfied		7	43.75%
3	Neither satisfied nor dissatisfied		2	12.50%
2	Dissatisfied		2	12.50%
1	Very Dissatisfied		0	0.00%
	Total		16	100.00%

Average: 3.94

Q32 - If you could change one thing about your experience in the UA JOUR MA program to make it more successful or fulfilling, what would it be?

If you could change one thing about your experience in the UA JOUR MA program...
N/A
Help in preparing me for the professional world of journalism. Starting to plan for a career while still in school and knowing the importance of getting a jump on that before graduating.
I would have waited a few years. I feel like I would have gotten more out of my education had I not gone immediately from undergraduate to graduate work.
I would add more technical based knowledge to better prepare students for more opportunities in the fields of film and video outside of the journalism industry.
I would have pursued a different thesis subject.
Having more time in class learning about camera settings and lighting techniques.
Better, clearer assignment of G.A. duties.
As I previously mentioned, I would consider the graduate program in the sport and recreation department. Though, it was nice being able to take some of those classes as electives within the JOUR MA program.
same answer about more PR graduate courses
I would have taken on TA duties, explored the documentary program more, and used more of the University's resources to help cope with the death in my family .
There really isn't anything that I think I would change. I know that may sound corny, but I was able to travel to India, make a documentary, learn how to really do research, make friends, receive guidance from professors that I admire. I got out of the graduate program, what I put into it.
I would have appreciated more challenging coursework.
More practice, less theory
More opportunity for classes within the concentration. I would have also appreciated a little bit more of an emphasis on career opportunities.
I would have completed a practical thesis project instead of a research thesis.

Q33 - What other changes would you recommend, if any?

What other changes would you recommend, if any?
<p>Still -- better, clearer assignment of G.A. duties. No student should carry more than two classes, this would include requests by professors to grade assessments or assignments outside of the assigned classes.</p>
<p>same answer about more PR graduate courses</p>
<p>I would recommend that the thesis director, or whomever is assigned to the graduate student be sure to meet with them regularly outside of the office. The informal atmosphere would help in discussing opportunities or challenges with their research and perhaps personal issues that could complicate the achievement of the ultimate goal - contributing a body of work and graduation.</p>
<p>N/A</p>
<p>For those in the 5-year BA/MA, I would recommend they begin the process of planning their program courses and brainstorming ideas for their theses during the spring of their junior year.</p>
<p>I would recommend a research methods class that is a better balance of quantitative and qualitative for those with the documentary concentration.</p>
<p>The only things that I would recommend is possibly more attention to the forms that are necessary for the completion of the masters program. I should have paid closer attention to that part of the process, but did not understand what they really were for. I almost had a problem with the IRB form but thankfully it was ok.</p>
<p>In the documentary track, perhaps having the opportunity to produce several short documentaries in Doc I & II instead of 1 big one. That way you have more opportunities to try different things and learn from your mistakes so you can feel more confident when you have to produce your thesis documentary on your own.</p>

Q34 - Which aspect(s) of the program pleased you the most?

Which aspect(s) of the program pleased you the most?
Professors
I enjoyed that I was able to go at my own pace, take as many or as few classes as I wanted each semester. I also enjoyed the coursework in my classes, I thought it was interesting and relevant.
Diverse backgrounds and expertise of faculty.
All faculty were very encouraging, helpful and inspiring. The ability to have flexibility, be creative with course work and find interesting projects was nice.
The freedom to choose a subject outside of journalism for half of the coursework.
Ease of access to feedback and assistance with projects
The faculty were wonderful and I felt free to pursue any topic that caught my interest.
The classes that related most to my career field.
personal attention from my adviser
I enjoyed the hands on element, classroom discussion and the development of my knowledge through literature reviews.
Learning new research processes, being pushed to do better work, traveling, creating documentary films
Overall, I was happy with the faculty and its willingness to work with me.
Flexibility of the course design which allows students to have double majors
Investment of the faculty in the students, I always felt valued and supported.
The support and quality of the faculty

Q35 - Which aspect(s) of the program did you find problematic?

Which aspect(s) of the program did you find problematic?
Needed newer facilities
The graduate program in documentary could be strengthened by offering more course options.
The course selection for Graduates was somewhat minimal, I wish there would have been a few more options to choose from each semester.
The lack of an established cohort of fellow students and the sense that students who did their undergraduate work in the department had all of the connections and corresponding opportunities for assistantships. Those of us who had not been undergraduate journalism students rarely felt like we were truly connected to the department.
Not learning enough technical broadcast skills
Assistance balancing work (GA duties) and my classroom assignments. Again, no one should carry more than two classes, especially classes where students turn in about three assignments per week. Do the math three assignments times 18 students times 3-5 sections. That means the G.A. is grading 162-270 assignments a week -- well above 20 hours.
The thesis process was difficult, log and drawn out, but I know that's just one of the hoops to jump through!
I wanted a stronger emphasis on public relations.
It was difficult learning to switch between academic writing, television writing and newspaper writing.
Taking such a heavy course load (6 hrs spring senior year, 9 hours fall and spring during the fifth/grad year) and working as a graduate assistant while I was also supposed to be working on my thesis.
forms, and some class times
Some faculty members who spoke English as a second language were difficult to understand in classroom settings.
Small sections of classes, lack of offerings.
Sometimes, the program doesn't have a core structure, which confuses students and they might risk choosing the wrong course

Q36 - Is there anything else you would like to tell us about the UA JOUR MA program?

Is there anything else you would like to tell us about the UA JOUR MA program?
No.
no
I enjoyed my time at the University of Arkansas and the bonds I created there stay with me to this day. Thank you.
Thanks for a great education!
It was a great program, I greatly enjoyed it, and was happy to get my MA degree from the U of A!
I would encourage you to make the program more challenging so that our university sends out better equipped reporters, which will enhance the program's status in our field.
Overall, I was thoroughly pleased with my experience. I think there is an opportunity for the department to offer a more in-depth documentary degree program.
I can't think of anything else.
No
Thank you, Dr. Wicks for all your help during my time in the program. Thank you for pushing me to me my best. It has only benefited me.

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JOUR MA PROGRAM
Strategies for Improvements
2017-2018 JOUR MA External Review

School of Journalism and Strategic Media
University of Arkansas
116 Kimpel Hall
Fayetteville, AR 72701

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The administrators and faculty of the School of Journalism and Strategic Media are committed to developing a carefully considered, rigorous and high-quality JOUR MA program. We take our work on this response very seriously and want to spend more time developing educational goals and recommendations. From completing the previous response report, we understand that our recommendations may change from what is included here, as we discover information or obtain student feedback, for example. Therefore, the final JOUR MA program revisions may differ from what is presented in this response. This report constitutes the recommendations we are considering as of January 23, 2018.

We sincerely thank our external reviewers for their thoughtful recommendations to improve the JOUR MA program at the University of Arkansas. The report from the external reviewers was shared with all faculty and staff to use in formulating our response. The area of improvement noted by the external reviewers and our strategies to address each area are discussed below.

I. Assessment Plan

School Response/Strategy

A. Understanding of Direct and Indirect Measures

We reviewed the assessment materials shared by the external reviewers as well as the guide to assessment of learning outcomes posted by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC; "A guide," 2012). The ACEJMC Guide states that direct measures, such as capstone projects, aggregate internship evaluations and course-embedded assessment, require students to demonstrate what they have learned. Indirect measures, which measure perceptions, attitudes and outcomes of learning, include student or alumni surveys, student awards, and graduation and employment data. Therefore, we will use the following direct and indirect measures of assessment in the future. Faculty will also consider other ways to incorporate professionals into the assessment process in the future.

B. Assessment of Student Performance by External Professionals

Direct Measures

External professionals, external clients, or external faculty will review student performance in courses and the capstone thesis, as indicated below. Please see Appendix A for the assessment forms to be used by external professionals.

Advertising / Public Relations

JOUR 5063 Issues in Advertising and Public Relations
Client Assessment of Social Marketing Plans

JOUR 5193 / 5463 Campaigns
Client Assessment of Final Campaign

JOUR 5473 Account Planning
Client Assessment of Account Planning Project

Documentary / Broadcast

JOUR 5323 Documentary Production I
JOUR 5333 Documentary Production II
When student documentaries are completed, an external professional will be invited to view and assess the documentaries in the final class and/or be sent links and form to view and assess the documentaries.

News / Narratives

JOUR 4503 / 5193 Magazine Writing
JOUR 5313 Literature of Journalism

When student articles, data projects and similar works are completed in the News Narratives sequence, external professionals will be invited to assess this work. The feedback will be shared with students. The faculty incorporate that feedback from these people into our future lesson plans.

Capstone Thesis

If students complete a thesis project, an external professional at the client organization, nonprofit, or media outlet, etc., will assess the thesis or the relevant parts of the thesis.

If students complete a research thesis, the outside member of the thesis committee will assess the thesis, if applicable.

Aggregate Internship Evaluations

At the December 2017 faculty meeting, the faculty approved the addition of JOUR 502V Journalism Graduate Internship to the list of courses graduate students can take. Internship supervisors will assess the performance of JOUR MA students who take the internship course and responses will be aggregated and reported in the next external review.

Please see Appendix A for Assessment Forms.

Indirect Measures

Entrance survey for the cohort that aligns with the existing exit survey.

Please see Appendix B for the proposed entrance survey.

Survey of Graduates – we will continue to survey each cohort in the year prior to the next external review.

Please see Appendix C for the current survey of graduates.

Exit survey for students who do not complete or leave the JOUR MA program

Please see Appendix D for the proposed exit survey for students who leave or do not complete the program. The graduate coordinator will send this exit survey to students who are not matriculating successfully when he or she completes the review of students' performance in the program, as required by the UA Graduate School.

Student Awards – we will continue to use the performance of each cohort in professional or scholarly awards competitions as an indirect assessment measure.

Graduation and Employment Data – we will continue to use the graduation and employment data for each cohort as an indirect assessment measure.

Dean's Response:

Graduate Dean's Response (if graduate program):

Provost's Response:

**Appendix A
Assessment Forms**

These assessment forms were developed for use by external professionals in the assessment process. These forms may be revised in the future.

Advertising / Public Relations Forms

Social Marketing Plan (SMP) Assessment

Please score all items using this scale:

Scores: 5- Excellent 4- Good 3- Average 2- Weak 1- Poor

Name(s) _____

Writing, Research and Analysis

- 1. The SMP is written well and is easy to understand and follow. _____
- 2. Used grammar, spelling, punctuation and AP Style, etc., correctly. _____
- 3. The writing has a clear focus and is well-organized, from the beginning through the end. _____
- 4. Writing shows and accurately represents appropriate diversity, including but not limited to the background research and description of the target audience. _____
- 5. The writing demonstrates the mastery of the material and appropriate sourcing of information. _____
- 6. The SMP employs critical thinking backed by research. _____
- 7. Research sources are used and interpreted correctly/effectively (such online databases, quality internet sources, demographic data, lifestyle and psychographic data, budgeting/spending data, etc.). _____
- 8. Integrated/synthesized information from the appropriate primary and secondary research sources correctly. _____
- 9. Applied research correctly to develop effective recommendations and strategies (quality analysis and logical, good application to strategy). _____

Design and Production of Mock-Ups/Pieces (PSA, Social Media Messages, etc.)

- 10. Pieces are rendered correctly using the appropriate software, etc. _____
- 11. Images are well-composed, demonstrating a “good eye.” _____
- 12. Images are creative and memorable. _____
- 13. Images and writing/copy express the same message clearly (images and copy match and are easy to understand; there is a strong link between the visuals and copy). _____
- 14. Pieces are tailored to speak to or reach the target market. _____
- 15. Pieces effectively express the strategy outlined in the SMP. _____

Other (please add any other comments or feedback) _____

Advertising/Public Relations Sequence Assessment Form

Student Name(s) _____

Rate all competencies from 1 = Poor to 5 = Excellent

Poor 1 2 3 4 5 Excellent

Score

I. Competency in Ad-PR Writing Styles

Rationale/Writing Style for Assignment/Project/Plan _____

Grammar/Spelling/Punctuation/Formatting/Typographical Errors, etc. _____

II. Competency in Using Numbers and Numerical Concepts

Assignment/Plan/Project Appears Likely to Achieves Goals
(used good numerical logic, interpreted and used statistics/charts/
graphs/data correctly, etc.) _____

III. Competency in Use/Evaluation/Application of Research

Research Sources Interpreted and Used Correctly
(online databases, quality internet sources, demographic data,
lifestyle and psychographic data, budgeting/spending data, etc.) _____

Application of Research to Develop Effective Strategy
(quality analysis and logical, good application to strategy) _____

IV. Competency in Using/Applying Tools and Technologies

Used Appropriate Design or Computational Software Correctly
(material or data are presented professionally, etc.) _____

Online Information/Databases/Sources
(obtained and used quality sources, information and/or articles) _____

V. Competency in Critical/Creative/Original Thinking and Analysis

Provided Logical Strategic Recommendations
(appropriate for the client, situation, objectives and target market) _____

Exhibited Independent/Original/Creative Thinking or Analysis _____

VI. Other (Assess Only if Used/Applicable to the Project/Plan/Assignment)

Principles/Laws Freedom of Speech/Commercial Speech _____

History/Role of Professionals _____

Diversity/Gender/Race/Ethnicity/Sexual Orientation _____

Concepts/Theories in Use/Presentation of Images/Information _____

Understanding of Professional Ethical Principles _____

Critically Evaluate Their Own/Others' Work for Accuracy/Clarity, etc. _____

Comments (please add any comments regarding any or all parts of the assessment below).

JOUR MA Internship Assessment Form

NAME OF INTERN: _____
EMPLOYER: _____ EVALUATOR: _____
ADDRESS: _____

On a scale of 1-5, please evaluate your intern on the characteristics below, where 5 is superior, and 0 is poor. If you don't know about a certain characteristic, or if it's not applicable to the intern's responsibilities, please enter X.

Professional Skills

- ___ The intern's handling of the tools and technologies appropriate for the profession of this internship.
- ___ Ability to conduct research and evaluate information using appropriate methods.
- ___ Ability to write correctly and clearly in required forms and styles.
- ___ Ability to critically evaluate his/her own work and that of others for accuracy and fairness, clarity, style and grammatical correctness.
- ___ Ability to use numbers and statistical concepts.
- ___ Ability to use photographs, maps, graphs or other visuals as needed.
- ___ Understanding of professional ethical principles, and ability to work ethically in pursuing truth, accuracy, fairness and diversity.
- ___ Ability to think critically, creatively and independently.

Work Habits

- | | |
|-------------------------|---|
| ___ Promptness | ___ Maturity |
| ___ Interest in the job | ___ Willingness to learn |
| ___ Organization | ___ Working well with clients, sources and colleagues |
| ___ Accepts criticism | ___ Working well under deadline pressure |

Your Opinions

Do you think this student will succeed in the business?

What do you consider the intern's most significant strength?

How could the intern improve his/her performance?

If your organization had an opening for a person with the background of this intern, would you hire him/her? Briefly, why or why not?

What grade do you think this intern earned? A B C D F

Would you be interested in having another intern in the future?

Any other feedback?

Signature: _____ Date: _____

Appendix B

JOUR MA Cohort Entrance Survey

1. Please indicate how important each of the reasons listed below were to your decision to enroll in the Master’s program in the School of Journalism and Strategic Media at the University of Arkansas. (Please indicate whether each reason was 1 = Not at All Important to 5 = Very Important to your decision to enroll in the JOUR MA program.)

To improve my writing skills in my area of interest in the journalism field.

Not at All						Very
Important	1	2	3	4	5	Important

To improve the skills used in my area of interest in the journalism field.

Not at All						Very
Important	1	2	3	4	5	Important

To improve my understanding of the concepts and theories used in my area of interest.

Not at All						Very
Important	1	2	3	4	5	Important

To improve my understanding of the tools and technologies used in my area of interest.

Not at All						Very
Important	1	2	3	4	5	Important

To understand how to conduct, use and analyze primary and secondary research using quantitative or qualitative methods in journalism.

Not at All						Very
Important	1	2	3	4	5	Important

To understand the role of the journalism profession in society.

Not at All						Very
Important	1	2	3	4	5	Important

To understand the importance of representing diverse viewpoints and experiences.

Not at All						Very
Important	1	2	3	4	5	Important

The quality of the faculty who teach in the program.

Not at All						Very
Important	1	2	3	4	5	Important

The courses offered in the program.

Not at All						Very
Important	1	2	3	4	5	Important

The academic standards in the program.

Not at All						Very
Important	1	2	3	4	5	Important

The reputation of the program.

Not at All						Very
Important	1	2	3	4	5	Important

The cost of the program.

Not at All						Very
Important	1	2	3	4	5	Important

I received a graduate assistantship							
Not at All							Very
Important	1	2	3	4	5		Important
I received some type of funding to help pay for the program							
Not at All							Very
Important	1	2	3	4	5		Important
The recommendation of a student in or graduate of the JOUR MA program							
Not at All							Very
Important	1	2	3	4	5		Important

2. Please indicate any other reasons why you decided to enroll in the JOUR MA program at the University of Arkansas. Please write in the reason, then rate how important it was to you. (Please indicate whether each reason was 1 = Not at All Important to 5 = Very Important to your decision to enroll in the JOUR MA program.)

Other _____							
Not at All							Very
Important	1	2	3	4	5		Important

Other _____							
Not at All							Very
Important	1	2	3	4	5		Important

Other _____							
Not at All							Very
Important	1	2	3	4	5		Important

Other _____							
Not at All							Very
Important	1	2	3	4	5		Important

3. Where did you complete your Bachelor's degree?
- University of Arkansas School of Journalism and Strategic Media _____
 - Another program at the University of Arkansas in Fayetteville _____
 - Another University of Arkansas campus (e.g., UALR) _____
 - Another university located in Arkansas _____
 - Another university in a neighboring state including Texas, Oklahoma, Kansas, Missouri, Kentucky, Tennessee, Mississippi or Louisiana _____
 - Another university in a different state in the South _____
 - Another university in any other region of the United States _____
 - Another university in a different country _____

4. What is your area of concentration in the JOUR MA program, if any?
(Please check all that apply.)
- Advertising/Public Relations _____
 - Broadcast/Documentary _____
 - News/Narratives _____
 - I plan to take classes from several areas _____
 - No area of concentration _____
 - Other (please explain what you wish to study) _____
-

5. What is your gender?
- Male _____
 - Female _____

6. What is your age (on the first day you attended classes in the program)?
- | | |
|---------------------|-------------------|
| 25 or Younger _____ | 36 to 40 _____ |
| 26 to 30 _____ | 41 to 45 _____ |
| 31 to 35 _____ | 46 or Older _____ |

7. What is your marital status (when you entered the program)?
- Married _____
 - Not Married _____

8. To which racial or ethnic group do you belong? (Please check all that apply.)
- American Indian or Alaska Native _____
 - Asian _____
 - Black or African-American _____
 - Hispanic or Latino _____
 - Native Hawaiian or Other Pacific Islander _____
 - White or Caucasian _____
 - Other _____