|  |  |  |
| --- | --- | --- |
| **Assurance of Student Learning Report**  **2022-2023** | | |
| *Potter College* | | *School of Media* |
| *Photojournalism 750* | | |
| *Professor James Kenney* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.*** | | | |
| **Program Student Learning Outcome 1: Demonstrate a mastery of technical and aesthetic skills.** | | | |
| **Instrument 1** | **Direct: Professional Advisory Committee review of PJ 436 Capstone Project** | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2: Produce portfolios meeting the criteria for employment in the documentary photojournalism profession.** | | | |
| **Instrument 1** | **Direct: Professional Advisory Committee review of graduating senior portfolios** | | |
| **Instrument 2** | **Indirect: Student Exit Survey** | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3: Demonstrate the ability to compete with peer groups nationwide.** | | | |
| **Instrument 1** | **Direct: Juried Contests** | | |
| **Instrument 2** | **Direct: Internships** | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| **Nothing will be different for next year’s cycle. The new curriculum changes will not have gone into effect to the extent that it will affect the cycle plan for the 2023-2024 school year.** | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Student Learning Outcome 1** | | | | | |
| **Program Student Learning Outcome** | **Demonstrate a mastery of technical and aesthetic skills.** | | | | |
| **Measurement Instrument 1** | **Direct:** Senior students in the PJ 436 Projects capstone course produce a semester-long documentary project that consists of visuals, writing, and design that demonstrate their ability to produce a storytelling narrative that could be published in a photojournalism platform. | | | | |
| **Criteria for Student Success** | Student success is defined as a 75% or higher on each of the three criteria below. | | | | |
| **Program Success Target for this Measurement** | | At least 70% of the students had to score a 75 or above (on a 100-point scale) in each of the three criteria above. | **Percent of Program Achieving Target** | Idea: 96.3%  Execution and Presentation: 96.3% Content Quality: 92.6% | |
| **Methods** | Senior students in the PJ 436 Projects capstone course produce a semester-long documentary project that consists of visuals, writing, and design that demonstrate their ability to produce a storytelling narrative that could be published in a photojournalism platform. The Photojournalism program’s Professional Advisory Committee members assess the quality of the student projects, determining if these projects reflect the goals and expected outcomes the Photojournalism program has established to reflect its national reputation. PAC team members met with students on May 3, 2023, two in-person and one via Zoom. After the PAC team met with the students, Photojournalism faculty members Tim Broekema and James Kenney then met with the team to discuss future program plans and possible improvements. Three professionals (and all graduates of the Photojournalism program), Justin Fowler, communications specialist the Springfield Clinic in Springfield, Illinois; Jessica Ebelhar, owner Jessica Ebelhar Photography; and Nathan Morgan, founder and chief storyteller at Morgan Visual Productions, viewed and evaluated documentary projects produced by 9 students in the class. During the day-long documentary screening, the PAC team asked questions and gave feedback to the students. The PAC team then filled out a Google Form consisting of the rubric in the Criteria section above, where they put in numerical score (based on a 100-point scale) and provided written comments to the students and faculty to help gauge the effectiveness of the teaching and learning process.  Three evaluation questions were asked in the report the PAC team filled out after viewing the students’ final documentary projects and discussing the projects each individual student. The rubric is as follows:  IDEA – Is the idea of this project worthwhile? Does it have news value and relevance to a potential audience? Is the idea developed clearly and logically? Is it a strong visual story?  EXECUTION AND PRESENTATION – The student was given the choice to select the most effective method of documenting their story. Video, audio, stills (including graphics), or a combination of the three could be used. Did the student use the appropriate media in the most effective places in the project? Given the idea and the presentation, did the student execute the project well overall? Specifically assess the quality of the video, audio, and stills (including graphics, if they were used). The words, though not included in the "big three," are nevertheless critical. Please assess the quality of the headlines, captions, story, etc. If there is a video/audio storyline, is the edit clean, logical and concise? For stills, is it a tight edit, with each image contributing to the story in a unique way?  CONTENT QUALITY Are the characters and the story engaging? Is there emotion/feeling; does it make you care about the issue and the characters involved in the story? Did your first 30 seconds with the project make you want to find out more about the issue/characters? Is there a clear introduction, conflict, resulting action, resolution, and reflection? Are you shown the story (unfolding action, takes you on a journey) rather than just told a story? Does the story address/reveal universal themes that the audience can relate to and apply beyond this particular story? | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: There were 9 students assessed by three PAC team members for a total of 27 responses to each of the three questions. For the Idea question, 96.3% of the responses were at 75% or above, with 40.7% of the responses at 90% and higher. For the Execution and Presentation question, 96.3% of the responses were at 75% or above, with 44.4% of the responses at 90% and higher. For the Content Quality question, 92.6% of the responses were at 75% or above, with 40.7% of the responses at 90% and higher.  **Conclusions**: The PAC team noted that the visual storytelling component was a strength in the all of the students’ work, as well as the ability to tackle difficult stories, treating their subjects with respect and dignity. The team added that most students displayed superior skills in both still photography and documentary video storytelling. One member mentioned said, “I am also still in awe that they are able to capture photos, videos and audio in all of these stories. There are seasoned professionals in this industry who still can’t, and frankly, will not do that. They are leaving this program with a skillset that is valuable in multiple arenas.”  The main improvement that the PAC team would like to see is students having a class in self-employment/business management. This is change is already in place in the that the program will have a dedicated business practices class that will be part of the new curriculum in the Visual Journalism and Photography program. The other suggestion is to have students focus on extreme short form storytelling, of the 15-30-second variety, in response to industry trends toward this “quick hit” delivery of stories.  **\*\*IMPORTANT - Plans for Next Assessment Cycle**: The next assessment will be administered at the end of the Spring 2024 semester. The PAC team will be invited to visit campus during finals week of the Spring 2024 semester. Results of the assessment will be collected following the PAC team visit and the information tabulated and submitted to the assessment server by the end of May 2024. | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Student Learning Outcome 2** | | | | | | | |
| **Program Student Learning Outcome** | **Graduates meet the criteria for employment in the documentary photojournalism profession.** | | | | | | |
| **Measurement Instrument 1** | **Direct:** Senior students submit a portfolio of their photographs, video, writing, and design to the Photojournalism program’s Professional Advisory Committee members. | | | | | | |
| **Criteria for Student Success** | The criteria for success is being deemed to produce work that makes the student employable in the industry. The question given to the PAC team after they review graduating student portfolios, resumes and other work is as follows:  After reviewing examples of photojournalism seniors' work, do at least 75 percent of the students show overall work that would make them employable in the photojournalism/visual industry? | | | | | | |
| **Program Success Target for this Measurement** | | | 75% of graduating students need to show overall work that would make them employable in the photojournalism/visual field. | | **Percent of Program Achieving Target** | **100%** | |
| **Methods** | Senior students submit a portfolio of their photographs, video, writing, and design to the Photojournalism program’s Professional Advisory Committee members, who assess the portfolios to determine whether these students are prepared for the photojournalism/visual profession and are employable once they graduate. Portfolio quality measurements include: Presentation, Content, and Clarity. The three PAC team members were sent the student portfolios and resumes ahead of the May 3 meeting with the students at the end of the capstone semester, so they were be prepared to give direct individual feedback during the meeting. The PAC team then filled out a Google Form that included answering the survey question above and providing qualitative written comments about the 9 students in the class. | | | | | | |
| **Measurement Instrument 2** | **Indirect:** Graduating students complete an exit survey on a Google Form about their experience in the Photojournalism program. The question used for this Indirect Measure is in the section below. | | | | | | |
| **Criteria for Student Success** | One of the questions on the survey asks students if they are satisfied with how the Photojournalism program helped to prepare them to work in their chosen profession. The three answer choices are:  1. Yes, completely;  2. Yes, with reservation  3. No, the program did not prepare me to work in the industry. | | | | | | |
| **Program Success Target for this Measurement** | | Collectively, 100% of students answered yes (either 1 or 2 in the section above). | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | At the end of the capstone semester, 9 students filled out a Google Form asking 40 questions about their experience in the program. These questions were then collated and tabulated by the capstone teacher. Each year, the Photojournalism faculty decides on whether changes or additions need to be made to the questionnaire. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Concerning the Direct SLO measurement target, the quantitative analysis shows that, based on their portfolios, 100% of graduating students are rated employable by the PAC team. One response stated that the member was inspired by the work the students presented, “They are tackling subjects professionals in the industry don’t even try. It really is commendable.” Another member said that the students could, “…walk into professional employment on day one, without a doubt.” Two out of the three PAC members felt the students’ work actually exceeded their expectations of where a graduate should be in terms of their skill level. The other member said they met expectations.  Concerning the Indirect SLO, students express overall satisfaction with the program. Some individual feedback included one student saying that, “WKUPJ definitely directed me toward the path of success,” with the many guest speakers being brought in really helping to supplement their education and awareness of what to expect once they graduated.  Suggestions to improve include having a dedicated business class for PJ majors, something the program is instituting in the new Visual Journalism and Photography program. Related to this, a student response also requests more studio-type assignments and a broader scope when it comes to the what the program has to offer in photojournalism. In addition, a response from a student included a desire for more flexibility and freedom within the program, especially at the advanced level.  **Conclusions**: Many of both the PAC team comments in the Direct Measure and the student comments in the Indirect measure have been addressed in the new curriculum being implemented in Fall 2023, including the creation of the new track mentioned in the section above that will allow the program to extend beyond the photojournalism/documentary field, which will be implemented in the new program, primarily through the new Photography track within VJP, which will place more of an emphasis on lighting and studio work, as well as other forms of photography beyond photojournalism. In addition, a dedicated independent photography business practices class is also part of the new curriculum, which will also allow more room in the newly adjusted Advanced Lighting course to focus on on the extra lighting assignments mentioned in the student feedback in the Indirect measures.  In response to flexibility in the schedule, the program still hasn’t seen the effects of the curriculum changes made in Fall 2021, which included more flexibility in the program in the way of allowing some qualified students to take two photography classes at a time. There have been several students, especially transfer students, and those entering the program after their freshman year, who have taken advantage of this change. In addition, the new curriculum is allowing students to take either Advanced Photojournalism or Advanced Short Documentary instead of requiring both. This should open up some flexibility in the students’ schedules, with the option of still taking the other class as an elective.  **Plans for Next Assessment Cycle**: The next assessment will be administered at the end of the Spring 2024 semester. The PAC team will be invited to visit campus during finals week of the Spring 2024 semester. Results of the assessment will be collected following the PAC team visit and the information tabulated and submitted to the assessment server by the end of May 2024. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Student Learning Outcome 3** | | | | | | | |
| **Program Student Learning Outcome** | **Demonstrate the ability to compete with peer groups nationwide.** | | | | | | |
| **Measurement Instrument 1** | **Direct:** Though not required to do so, students are encouraged to enter regional and national photography competitions. Photojournalism faculty members are required to participate in determining student entries for the Hearst Journalism Awards competition (see details below) and are actively involved in assisting students in entering other competitions and applying for national scholarships, including writing letters of recommendation for them. | | | | | | |
| **Criteria for Student Success** | Students entering national and regional contests (see details below) will demonstrate their competitiveness in the national arena by placing in the top 10 in these competitions. | | | | | | |
| **Program Success Target for this Measurement** | | | At least 5% students will place in a national or regional contest in 2022-2023. | | **Percent of Program Achieving Target** | 29% | |
| **Methods** | Through faculty direction and decision-making, a limited number of students are entered into the Hearst Journalism Awards competition, which is a national contest that is often referred to as the Pulitzer Prizes of college journalism. The other major contest, College Photographer of the Year, is an international contest that any students can enter.  For the Hearst Journalism Awards competition, two students are chosen by the Photojournalism faculty to enter each of the two rounds of in the Photojournalism division. In the Multimedia division of the contest, two students are chosen for each of the first three rounds and two teams of students are chosen for the fourth round. Students who qualify for the semifinal round of the Photojournalism division then submit a portfolio to compete for the national championship competition. Students who win first place in the each of the first three rounds of the Multimedia division qualify for the national championship round. In addition, the university program with the most overall points in the first round of the Photojournalism and Multimedia divisions wins the Intercollegiate competition and a $10,000 prize in addition to the student earnings. The other contests require a submission of a portfolio and/or individual entries. | | | | | | |
| **Measurement Instrument 2** | **Direct:** Though they are not required to do so, students are strongly encouraged to obtain internships in the photojournalism field. | | | | | | |
| **Criteria for Student Success** | Students will obtain internships nationwide to demonstrate their ability to compete for employment with their peers from other schools. | | | | | | |
| **Program Success Target for this Measurement** | | At least 10% of students will obtain internships in 2022-2023 (could be a Fall, Spring, or Summer internship). | | **Percent of Program Achieving Target** | | 42% | |
| **Methods** | In addition to encouraging students to apply for internships, students are required to create an online portfolio, resume and cover letter in PJ 331 Photojournalism, a class taken in their second-semester freshman year. The Photojournalism faculty hosted its 17th WKU PJ Career Day in Spring 2023. This program brings in 10-15 professional visual journalists from across the region to interview students, critique their portfolios, and give them advice on how to obtain an internship/job in the photojournalism field. This year 13 professionals attended the event, with 25-30 students taking advantage of the opportunity. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: In 2022-2023, the Photojournalism program won first place in the Intercollegiate Photojournalism competition (its 29th national championship in 34 years of the competition) and first place in the Intercollegiate Multimedia competition (in 12 years of the competition, WKU Photojournalism has placed first nine times and placed second three times). This played a vital role in helping the School Media secure third place in the Hearst Overall Intercollegiate competition, competing against much larger schools. In the College Photographer of the Year international competition, the Photojournalism program won an Award of Excellence in Sports Feature and an Award of Excellence in the Multimedia Doc Project category. Two students will be competing in the Hearst National Champhionship competition in San Francisco in June. A student also won a $2,000 scholarship through the National Press Photographers Foundation’s annual scholarship competition. All WKU Photojournalism student awards are recorded online here: <https://wkupj.com/recognition/>.  During 2021-2022, 13 students obtained internships at publications across the country, such as the St. Louis Post-Dispatch, Charlotte Observer, Evansville Living, C2 Strategic Communications, Local Life Magazine, Appalachian News-Express, Camp Ozark, Cincinnati Reds MLB, The Gazette (Colorado Springs), Camp Colman, Kertis Creative, The Chautauqua Daily, CAMP (therapeutic camp), Fort Knox Army ROTC, and the Lincoln Journal Star. These internships show a variety jobs that the students are able to obtain, which reflects the program’s goal of preparing students for the various forms of storytelling in both the still photography and video documentary job markets.  **Conclusions**: Photojournalism faculty members continue to assist students with contests and internships using the methods detailed above. Photojournalism program faculty will also survey prospective employers to determine what can be done on the academic end to increase the numbers of internships that are available to students. They are gradually increasing since the pandemic years.  **Plans for Next Assessment Cycle**: The Photojournalism faculty will begin to adjudicate the Hearst competition entries in Fall 2023 and work with students with other contests during this same time period, as well as the Spring 2024 semester. Internship announcements begin in October 2023, so Photojournalism faculty will be helping students (both inside and outside of the classroom) apply for these employment opportunities. WKU PJ Career Day, scheduled for Spring 2024, will provide a foundational experience for students to practice interviewing with prospective employers during this event and to prepare them for future job interviews (this event has also generated many internships for students). The flexibility in the fall and spring semesters due to changes implemented in the curriculum should generate more possibilities for internships by the 2024-2025 school year. | | | | | | | |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CURRICULUM MAP Example** |  |  |  |  |  |
|  |  |  |  |  |  |
| **Program name:** | Photojournalism |  |  |  |  |
| **Department:** | School of Media |  |  |  |  |
| **College:** | Potter |  |  |  |  |
| **Contact person:** | James Kenney |  |  |  |  |
| **Email:** | [james.kenney@wku.edu](mailto:james.kenney@wku.edu) |  |  |  |  |
|  |  |  |  |  |  |
| **KEY:** |  |  |  |  |  |
| I = Introduced |  |  |  |  |  |
| R = Reinforced/Developed |  |  |  |  |  |
| M = Mastered |  |  |  |  |  |
| A = Assessed |  |  |  |  |  |
|  |  |  | **Learning Outcomes** |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** |
|  |  |  | Demonstrate a mastery of technical and aesthetic skills. | Produce portfolios meeting the criteria for employment in the documentary photojournalism profession. Analyze student feedback data to assess student satisfaction with the program. | Demonstrate the students’ ability to compete with peer groups nationwide. |
| **Course Subject/Core Course** | **Number** | **Course Title** |  |  |  |
| PJ | 131 | Fundamentals of Photography | I |  |  |
| PJ | 331 | Photojournalism | R | I | I |
| PJ | 330 | Intro to Short Doc | I/R | R | R |
| PJ | 333 | Intro to Lighting | I/R | R | R |
| PJ | 431 | Advanced Photojournalism | R/M | R/M | R |
| PJ | 430 | Advanced Short Doc | R/M | R/M | R |
| PJ | 436 | Photojournalism Projects | M/A | M/A | M/A |