

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (HUM) - Journalism

ECC: JOUR 12:Mass Media and Society

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of the course, students will be able to identify issues and problems facing mass media and discuss their impact on society in a 200-word in-class essay question answer.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - During the midterm and the final, students will be asked to select and answer completely three essay questions from a list of 10 that deal with mass media's history, industry, technology and impact on society. (example: Historically, mass media have tried to reach the largest possible audience. However, that focus has been changing. Identify this change, the reasons behind it, and the way in which mass media outlets now try to reach audiences. Be sure to reflect on why this change is happening and provide specific examples to illustrate your points.)</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of two sections of 62 students evaluated, 54 students (87%) met the SLO while 8 did not.</p> <p>Each of my lectures was geared toward achieving success. Those that did not do well, did not complete assignments, or stopped coming to class. Those that attended class, did well on all three assessments.</p> <p>About 90 percent succeeded in meeting SLO 1. Most of them did well because this assignment is a precursor for the final research paper, so I emphasize its importance and strongly encourage them to come to office hours for one-on-one help. Many do. The ones who did not do well, either didn't do the assignment or didn't give it much effort.</p> <p>(05/29/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>81 students scored acceptable. 11 scored unacceptable. This is an 88 percent success rate.</p>	<p>Action: Most students met this goal. The existing assignments are adequate. The results met the expectations of the professor. After a semester of discussion</p>

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		<p>Those who completed the assignment wrote strong papers with a variety of good sources. They were able to describe how people of different diversities fit into the mass media, how they are treated, how they are represented and what their influences are in society. Students were able to use various theories learned in class to distinguish between different diversities and how they are represented (in advertising, newspapers, magazines, books, movies, television, advertising, Internet, music, etc.). They were also able to write about how they personally feel about this treatment. (12/11/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Stefanie Frith Faculty Contributing to Assessment: Frith, Valot, Amano-Tompkins</p>	<p>various media theories and discussing the media's use of advertising, etc., the students were able to distinguish between various methods, etc.</p> <p>However, some students still struggle with basic writing skills. The professors attempted to send these students to the Writing Center, but only a small handful of students took advantage of this. It is hoped that more opportunities for tutoring can be offered by the college and incentives other than extra credit from the professor can be extended to the student to get them to use the resources. (03/27/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Essay/Written Assignment - Students will write a 200-word, in-class essay exploring one of the issues and problems facing mass media. They will clearly explain the issue and then analyze the impact of and issues raised.</p> <p>Standard and Target for Success: 70% of students will pass the SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>There were 107 students. There were 88 acceptable results and 19 unacceptable results. This is an 82 percent success rate.</p> <p>Most students seem to understand the SLOs, but their grammatical issues brought down their grades in the class. Therefore, these students are not passing the class, but they "got" the SLOs. (01/19/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Stefanie Frith Faculty Contributing to Assessment:</p>	<p>Action: J12 is a good class for recruiting students to take Journalism 1, which is the prerequisite to join the campus publication. This is why getting as much help as possible to the J12 students is necessary. It is believed that the journalism program's recruit numbers could increase if the J12 students were able to pass the class, increasing their likelihood to want to stay in journalism classes and eventually join the student paper and magazine. We need more release time as instructors to help these students.</p> <p>Continue with English 100 for</p>

Course SLOs	Assessment Method Description	Results	Actions
			writing support. (01/19/2016) Action Category: Program/College Support
<p>SLO #2 - Upon completion of the course, students will be able to identify the eight major mass media serving the U.S.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Essay/Written Assignment - During the midterm and the final, students will be asked to select and answer completely three essay questions from a list of 10 that deal with mass media's history, industry, technology and impact on society. (example: Historically, mass media have tried to reach the largest possible audience. However, that focus has been changing. Identify this change, the reasons behind it, and the way in which mass media outlets now try to reach audiences. Be sure to reflect on why this change is happening and provide specific examples to illustrate your points.)</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met In 2 sections of 64 students evaluated, 53 students (83%) met the SLO while 11 did not.</p> <p>All lectures were geared toward achieving success. Those that did not do well either stopped coming to class, or did not complete the assignment used to assess this SLO.</p> <p>The success rate on SLO 2 is a bit lower than SLO 1. I think part of that is because the assessment vehicle is part of an in-clas midterm exam and they're nervous and second guessing and rushing. Many students need to practice writing in-class essay answers. We do an in-class activity to help prepare student prior to the exam, but hard to radicate test anxiety and rushing. Some students didn't show up for the midterm. They got N/As (05/29/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met There were 80 students who had acceptable results (75 percent) and 27 with unacceptable results (25 percent).</p> <p>Expectations for this SLO were higher, as each instructor spends weeks discussing each of the eight different mass media. However, some students still seem, at the end of the semester, to be unclear how to define the mass media. Some think that video games are one of the mass media. Some write papers that have nothing to do with any sort of media at all. These are often students who don't take notes in class, come late or are absent and have low writing and</p>	<p>Action: Perhaps one thing that can be done is to continually write the eight mass media on the board (under the "Plan for the Day") to reinforce what the class is all about. (01/19/2016)</p> <p>Action Category: Teaching Strategies</p>

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		<p>cognitive abilities. (01/19/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Stefanie Frith</p> <p>Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>68 students met the standard and 13 did not meet the standard. This is an 84 percent success rate.</p> <p>Students seemed successful in this category based on the variety of exercises and assignments in class, including readings in textbook and in-class workshops and exercises. Lessons each week focused on each part of the mass media, for example: history of books, magazines, newspapers, film, TV, advertising, radio and the Internet. However, some students still seem to be confused about where video games fit into the list. They don't. More can be done in class to explain that while video games are entertainment, they are not part of the eight mass media. (12/11/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader:</p> <p>Faculty Contributing to Assessment: Frith, Valot, Amano-Tompkins</p>	<p>Action: Thirteen students in a class were unable to complete SLO #2. Although the various mass media are discussed one by one, perhaps additional quizzes to check student progress would ensure a better rate of success. (03/27/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Multiple Assessments - The textbook used in J12 covers the various mass media, chapter by chapter. Students are assigned homework relating to six of these media. Classroom discussion explores each in great detail, using text, video, and personal experience.</p> <p>Standard and Target for Success:</p> <p>Additional Information:</p>		
<p>SLO #3 - Upon completion of the course, students will be able to write a 2,000-word research paper that focuses on a relevant issue or figure in the mass media and analyzes its</p>	<p>Essay/Written Assignment - Toward the end of the semester, students will write a six- to eight-page research paper with works cited page that closely examine one</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Of 2 sections with 60 students evaluated, 46 students (77%) met the SLO while 14 did not.</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>impact on American society. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017) Input Date: 12/09/2013 Inactive Date: Comments::</p>	<p>particular aspect of the eight major mass media through one of two approaches: 1) the issue/problem paper, which focuses on the effects or outcome or impact of that problem on that medium OR on society; or 2) the historical paper, which focuses on a prominent figure or era in the mass media and the ways in which that person or era impacted society through a particular medium.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>All lectures were geared toward achieving success. Those that did not do well either stopped coming to class, or did not complete the assignment used to assess this SLO.</p> <p>SLO 3 is the research paper. The success rate here is low. Most of the papers I read lacked a strong thesis and/or lacked research. Many students seem unaware of the difference between a paper that is more like a book report (states a fact for thesis then includes sources confirming the fact.) and one that is a classic research paper, with a strong thesis that makes a bold claim and uses research to prove or illustrate that claim. Many students turned in papers that were loaded with opinion, assumptions and myth. They seemed to just be saying stuff, not asserting a position and backing it up with credible research. Another problem with the research papers was organization and structure. Without a strong thesis and clear plan of development and solid topic sentences, papers were incoherent, disorganized and all over the place. Most students acknowledged that they were turning in papers that were not good. They admitted they were just looking to pass the class overall and didn't care about the quality. If the paper garnered enough points to pass the course, that's all they were going for, they said. So they were making conscious choices about sacrificing quality to allocate their resources (time, attention, effort) elsewhere. (05/29/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Kate McLaughlin Faculty Contributing to Assessment:</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Not Met There were 70 students who had acceptable results (65 percent) and 37 students who had unacceptable results (35 percent).</p> <p>The students who failed the assignment (received under 70 percent) did not complete the assignment as instructed (they did not write the required amount, had poor</p>	<p>Action: Consider making eligibility for 1A a hard prerequisite rather than a recommendation. (01/19/2016) Action Category: Curriculum Changes</p>

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		<p>grammar, did not follow the prompt, etc.). Those who completed the assignment wrote strong papers with a variety of good sources. The results met the expectations of the professors. However, about 35 percent of students still struggle with basic writing skills. The professors attempted to send these students to the tutoring center, but only a handful of students took advantage of this. It is unclear what the professors can do in order to increase the amount of students who take advantage of on campus opportunities. So many students come into the class with below average academic levels. (01/19/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Stefanie Frith Faculty Contributing to Assessment:</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Not Met 53 students met the standard and 27 did not meet the standards. This is a 67 percent success rate, which is three percent below the target 70 percent goal.</p> <p>The class did not reach the target goal. The research paper needed to be more successfully workshopped in class, with in-class markers (outline, rough draft) clearly met in the weeks leading up to the due date. While most of the students in the class were capable of successfully completing the assignment, the checks-and-balances in class were not strong enough to ensure the success of some of those students. The particulars varied from student to student (problems with MLA citations; not addressing the prompt carefully; sloppy execution). Many students came into the class with below college-level writing abilities, barely having tested into the lowest level English class. While extra credit was offered if they went to the Writing Center, only a small handful took advantage of this. (12/11/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Faculty Contributing to Assessment: Frith, Valot, Amano-Tompkins</p>	<p>Action: Some students failed to meet this goal because they veered away from the prompt. More attention needs to be paid to ensuring that student understanding is 100 percent. One class spent an hour specifically on using MLA citations, yet two students ignored in-text citations entirely. A better check-list would help students not overlook important details. The essays were workshopped in small groups in-class. Student success would increase if a way to make students more responsible to each other was created. A conversation with other faculty might help in this regard. (12/11/2014) Action Category: Teaching Strategies</p>

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Term/Research Paper - The research paper asks students to explore one aspect of the many issues, individuals, or events that we discussed during the semester in great detail. Completion depends upon a thorough grasp of the assignment and sufficient research, as well as MLA citation standards.
Standard and Target for Success:
Additional Information:

ECC: JOUR 14abcd:Multimedia Journalism

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of the course, students will be able to record, edit and post a 2-minute audio profile story using a digital recording device, Audacity audio editing software and the online Sound Cloud application.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Throughout the semester students are required to file one story per week for a total of 15 throughout the semester. At least four of those stories must be multimedia packages that contain at least three multimedia elements, such as video, audio, interactive survey question, data visualization, etc. Text-based stories must contain at least one relevant, working hyperlink and a social media component, such as a tweet.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information: Of the two students in the class, one was able to meet the standard and one was not. Therefore, 50 percent of the students met the standard. This is because the student had access to a functioning computer with the tools necessary to edit and post an audio story, such as Garageband or Audacity.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>4 of 6 students (67%) succeeded with this SLO. Students struggled with recording proficient, adequate stories, possibly because they had too many platforms to choose from. (04/13/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the two students in class, one did not meet the standard because when they came to the lab to work on their project, none of the available computers were operational. The machines in the lab date back to 2008 and many have stopped working. We often have more people than functional computers in the lab, at which point the students wander off and don't or can't return, so they don't learn how to do the design packages. Another issue that prevented this student from success in this SLO is that when he arrived to work in the lab, the instructor was not able to work closely with the student. This is due to the many other demands on the instructors' time, such as budget, travel, grants, meetings, curriculum, ongoing equipment check-in/check-out and maintenance, managing student workers and the ad manager, ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc. (12/12/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p>	<p>Action: Request funding for updated computers for the lab and a lab technician so students have adequate resources and more of the professor's time can be spent directly on instruction. (12/16/2015)</p> <p>Action Category: Program/College Support</p>
<p>SLO #2 - Upon completion of the course, students will be able to shoot, edit and post a 3-minute man-on-the-street video focusing on answers to a</p>	<p>Portfolio - Throughout the semester students are required to file one story per week for a total of 15</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>student-related question, using a video camera, external mic, video editing software and YouTube.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>throughout the semester. At least four of those stories must be multimedia packages that contain at least three multimedia elements, such as video, audio, interactive survey question, data visualization, etc. Text-based stories must contain at least one relevant, working hyperlink and a social media component, such as a tweet.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information: Of the two students in class, one was able to meet the standard, while the other student was not. Therefore, 50 percent met the standard. This is because the student had access to a working computer with the tools necessary to complete this SLO, such as iMovie, FinalCutPro and YouTube. This student met the standard also because she was able to get help from the instructor in the lab.</p>	<p>6 of 6 or 100% of students successfully completed the requirements for this SLO. Instruction, curriculum, assessment and student preparedness and interest are all working well in this SLO. (04/13/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the two students in class, one did not meet the standard because when he came to the lab to work on their projects, none of the available computers were operational. The machines in the lab date back to 2008 and many have stopped working. We often have more people than functional computers in the lab, at which point the students wander off and don't or can't return, so they don't learn how to do the design packages. Another issue that prevented this student from success in this SLO is that when he arrived to work in the lab, the instructor was not able to work closely with the student. This is due to the many other demands on the instructors' time, such as budget, travel, grants, meetings, curriculum, ongoing equipment check-in/check-out and maintenance, managing student workers and the ad manager, ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc. (12/12/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p>	<p>Action: Request funding for updated computers for the lab and a lab technician so students have adequate resources and more of the professor's time can be spent directly on instruction. (12/16/2015)</p> <p>Action Category: Program/College Support</p>
<p>SLO #3 - Upon completion of the course, students will be able to write a 300-word online news story that utilizes at least one relevant, functioning hyperlink.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall</p>	<p>Portfolio - Throughout the semester students are required to file one story per week for a total of 15 throughout the semester. At least four of those stories must be multimedia packages that contain at least three multimedia elements, such as video, audio, interactive survey question, data visualization,</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>4 of 6 students successfully met this SLO. Students had general language and editing trouble and other issues with written stories presented a challenge for some. They seemed to need more practice editing their own work and seeing and critiquing the work of others. (04/13/2016)</p> <p>% of Success for this SLO:</p>	<p>Action: Include more double-byline story assignments and peer-editing/review exercises in class. (02/13/2017)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
2017) Input Date: 12/09/2013 Inactive Date: Comments::	etc. Text-based stories must contain at least one relevant, working hyperlink and a social media component, such as a tweet. Standard and Target for Success: 70% Additional Information: Of the two students in class, both were able to meet the standard. Therefore 100 percent of the class met the standard. This is because students have access to the tools they need to successfully complete this SLO, such as access to the Internet.	Faculty Assessment Leader: Kate McLaughlin Faculty Contributing to Assessment: Kate McLaughlin Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Of the two students in class, none failed to meet the standard because they had access to the tools they needed to successfully complete the assessment. Although access to operational computers in the lab is a significant barrier to student success -- the computers in the lab date back to 2008 and many have stopped working, leaving us often with more people than there are functional computers -- most students are able to complete this SLO from home, using their own computers. In this case, both students had access to computers outside the home. (12/12/2014) % of Success for this SLO: Faculty Assessment Leader: Kate McLaughlin Faculty Contributing to Assessment: Stefanie Frith	Action: Request funding for updated computers for the lab and a lab technician so students have adequate resources and more of the professor's time can be spent directly on instruction. (12/16/2015) Action Category: Program/College Support

ECC: JOUR 6:Basic Photojournalism (Same course as PHOT 106)

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Photo Story Essay - Wide Angle Lens - Upon completion of the course, students will create a photo story essay using a wide-angle lens that captures the first of three basic types of photojournalism images, as defined by the Associated Press (AP): the overall shot, which captures the scope of the scene.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium and wide shots. All images must be captioned according to AP style.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>For SLO 1, 14 students were tested and 12 students successfully met the standard. The success rate was 86 percent, which is above the 70 success standard. The two students who did not meet SLO 1 requirements, did not submit a photo essay as part their homework assignments. I believe the success rate of participating students is due to narrowing down the "overall shot" to fit their respective essay or story. First I dispelled the belief that an overall photo needs to be taken only with a wide-angle lens. To take a satisfactory overall photo could be accomplished first, by helping each student identify an "overall" image for their specific project. Once this step is accomplished, then it's easier for each student to proceed to the step 2: how to shoot this identified overall photo. The second step is to determine if the student has the photographic tool (usually a wide-angle lens) to get the required overall photo. In many cases, students do not have a wide-angle lens. So, I proceed to 2b, which is to compensate for a lack of a wa lens by choosing a high vantage point and shooting with a normal lens, for example. Looking down on an area gives the viewer a sense of space or area. If a high vantage is not an option, we go to 2c, which is to shoot from eye-level and select a shooting spot which provides the widest view. An example of this would be to shoot a room from a corner. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Continued success will be to incorporate SLO 1 into an assigned project, such as a photo essay or story. Then to work individually with each student on a chosen project so that we determine possible "overall" photos that would meet the requirement of the essay and SLO 1. Through discussion I can determine if a student not only arrives at a successful overall photo possibility, but if he/she has grasped the concept to find more than one solution. The second key to continued success is to require students to submit photos before the project due date, for me to critique. If I don't see the "overall" photo among the preliminary shots, then we can address why that photo is missing. And then, how to overcome or compensate if the obstacle is one of tools/equipment or inability to conceptualize the importance for an overall image. The student then has a second chance to get the required overall photo. * I have selected the SLO/PLO Assessment Process below to adjust the SLO1 requirement to an overall photo, but not necessarily with a wide-angle lens. Not all overall shots require the WA lens. (03/02/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>9 students met the SLO #1 requirement. 6 students did not meet the requirement.</p> <p>I think the primary reason so students did not meet the requirement is that they have never used a wide-angle lens. and think that the WA lens is the only way to get the overall shot. (03/10/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The first step to improving the results might be to de-emphasize the photo gear needed to get an overall photo, and emphasize the angle and shooting perspective. Shooting from a high perspective will give enough coverage age of the image to satisfy the "overall" requirements of SLO #1. (03/10/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: I'm now incorporating such demonstrations as shooting from an elevated position vs ground-level. I'll stand on a chair or desk to increase my height, and am also show how hail Mary photos, in which I'm taking pictures while holding the camera high above my head are effective. These shots are utilized by pro photojournalists at crowd scenes, such as celebrations at a Super Bowl for example, and getting closer (or even seeing key athletes and coaches) is impossible. The overhead shot can save your photojournalistic career I often kid the students. (03/02/2017)</p> <p>Follow-Up: In reviewing my Fall '14-15 action plan, I realize that I had not followed up on the demonstrating of shooting from a high perspective. I will make a point of letting student shoot from ground level and then from a higher vantage point, then compare the two images. This</p>

Course SLOs	Assessment Method Description	Results	Actions
			could be a new homework assignment, or linked to an existing HW assignment. (03/10/2016)
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>10 of 12 students scored acceptable. See related documentation for further analysis. SLO 1 is a bit more challenging since it involves a wider shooting area. Not all assignments require this type of photo, but I asked that students challenge themselves to find an overall photo. In photojournalism, photographers are taught to shoot for variety. The overall shot could be edited out Ten of 12 students got that message, which I think is a pretty solid percentage. (01/15/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p> <p>Related Documents:</p> <p>J6 Analysis SLOs for Fall '14.doc</p>	<p>Action: SLO 1 was challenging since it involves a wider shooting area. Not all assignments require this type of photo, but I asked that students challenge themselves to find an overall photo. In photojournalism, photographers are taught to shoot for variety. The overall shot could be edited out Ten of 12 students got that message, which I think is a pretty solid percentage.</p> <ul style="list-style-type: none"> • I need to show more examples of how overall shots can be taken without a wide-angle lens. It's possible students disregard this SLO because they don't have the necessary equipment. So I will emphasize that wide shots are not limited to wide lenses. • As for SLO 1, if our department wide-angle lens is available, I will bring to class and allow students to take photos to see its scope. (01/21/2015) <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: I have shown examples of overall photos taken with non-wide angle lenses, and what has been most successful is finding a high vantage point to look down on an area that represents a wide area. An good example of this is a photo gallery</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>in which I can shoot a ground-level photo and compare to a photo in which I use a small ladder in the corner of the room. The second idea has been effective. When available, bringing a department Nikon camera and wide-angle lens to the basic class to demonstrate what the world looks like through a sweeping coverage area is both fun and educational. I allow each student to take a few pix of the classroom, the instructor (me) and their classmates. Then at the end of the session, I upload the images to a laptop computer and project the results on the screen. This always elicits laughter, and I think an understanding as to how the wide-angle lens is the most effective tool in getting the overall shot. (03/02/2017)</p>
<p>SLO #2 Photo Story Essay - Standard Lens - Upon completion of the course, students will create a photo story essay using a standard lens ranging from 28mm to 300mm to capture the second of three basic types of photojournalism images, as defined by the AP: the medium-long shot, which comprises about 90 percent of all photos taken.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p>	<p>Portfolio - Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium and wide shots. All images must be captioned according to AP style.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>For SLO 2, 14 students were tested and 12 students successfully met the standard of the medium photo. The success rate was 86 percent, which is above the 70 success standard. The two students who did not meet SLO 2 requirements, did not submit a photo essay as part their homework assignments. I believe the success rate of participating students is due to initially explaining how the "medium shot" works in in both stand-alone photos and stories/essays. First, I explain why the medium shot are photos that comprise about 90 percent of all essay and stories. Then I explain how these photos work to engage the viewer, and how most photographers shoot from this perspective by instinct. But I also explain how the medium</p>	<p>Action: I want to continue addressing the potential of the medium shot and that because it makes up the majority of photos in an essay or story, does not mean it requires no thought. Students submit a shot list of their project before shooting begins, which requires them to think though all possible images, especially medium photos. I will continue working with student one-on-one and discuss with them how the medium photo if given ample thought, can elevate the</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Inactive Date: Comments::		<p>shot can be lazy, boring and demonstrate a lack of creativity. Through projected images on a screen, I address the medium shot and offer alternatives, which could include shooting angles, using different lenses, and the shooting range from the camera to the subject. Students understand that to get the medium shot requires no special equipment other than a picture-taking instrument, whether a camera or a phone with a built-in camera. (03/02/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Gary Kohatsu Faculty Contributing to Assessment:</p>	<p>essay. Also, I will continue to help students understand that the medium photo can offer good creative contrast to SLO 1 -- the wide-angle shot, and SLO 3 -- the close-up image. The photo story offers the best opportunity for a student to understand how the range of the medium shot can give the story an interesting perspective. Because I require a shot list prior to a student shooting photos, I can help each person identify those photos of mid-range that can look creative and lively. Students can submit photos of their projects at anytime before the due date, which gives ample opportunity to succeed in SLO 2. (03/02/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>14 of 15 students met the requirement of SLO # 2. 93.3 percent success rate.</p> <p>The success of this SLO is because as defined, SLO #2 encompasses about 90 percent of how photographers' normally shoot. The medium shot requires no teaching or explanation; we see objects or subjects from a medium range and simply take the photo. The one failure was due to a student being failing to submit a photo essay. (03/10/2016)</p> <p>% of Success for this SLO: Faculty Assessment Leader: Gary Kohatsu Faculty Contributing to Assessment:</p>	<p>Action: SLO 2, which is the medium photos on a photo story,</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Standard Met? : Standard Met</p> <p>Of 12 students, 12 scored acceptable. See related document for further analysis. SLO 2, which is the medium photos on a photo story, received a 100 percent assessment results. This was expected because most photographers shoot image from a medium range. Unless a student is shooting insects, for example, all proposed story ideas from this group dealt with a standard shooting approach — a distance of 5 to 20 feet from the camera. (01/15/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p> <p>Related Documents:</p> <p>J6 Analysis SLOs for Fall '14.doc</p>	<p>received a 100 percent assessment results. This was expected because most photographers shoot image from a medium range. Unless a student is shooting insects, for example, all proposed story ideas from this group dealt with a standard shooting approach — a distance of 5 to 20 feet from the camera. I'm satisfied with the Student Learning Outcomes as presented. The challenge will be to help students grasp the concepts of each SLO and successfully apply them to their photo stories. (01/21/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: I continue to discuss the medium photo, despite 100 percent success rate on SLO 2. I want students to understand that creativity on the mid-range photo is what separates good photographers from the photos that the mailman or grandma shoots. I emphasize creativity in equipment, perspective, lighting and style. I encourage students to think outside the box, as shooting from the hip and hail Marys (shooting with the camera away from the eye), and shooting images with a slow shutter speed by using the shoulder as a prop (when a tripod or monopod are not available). The key to SLO 2 and other SLOs is to open the mind and stop shooting</p>

Course SLOs	Assessment Method Description	Results	Actions
			"comfortable" photos. So, I guess I'm going beyond the actual SLO and training students to be more daring, to challenge themselves. (03/02/2017)
<p>SLO #3 Photo Story Essay – Standard or Macro Lens - Upon completion of the course, students will create a photo story essay using a standard (to isolate) or macro (to magnify) lens to capture the third of three basic types of photojournalism images, as defined by the AP: the close-up photo, a detailed image of a small but important item.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Portfolio - Students will identify and develop a photo story essay idea on a topic related to El Camino College and then shoot at least five photos for that essay, including a mix of close, medium and wide shots. All images must be captioned according to AP style.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>12 of 14 Journalism 6 students successfully met the standard of SLO 3, which is to take a close-up or detail image to fulfill the third required type of photo for a photo essay or photo story. The 2 students who failed to meet the SLO 3 requirement, did not complete the photo story project. Those who completed the story project were 100 percent successful. By utilizing a photo story or essay requirement, gives all students the best opportunity to meet SLO 3. As required, all students completed a shot list. This list requires at least six photos that must be taken for a chosen photo story. The list helps me evaluate if a student can identify a close-up or detail shot opportunity in his/her project. I can then follow up with discussion. Before shooting begins, the shot list is adjusted to meet all SLO requirements. Students can submit photos taken for their project at any time before the assignment is due. This helps students determine if they have met the SLO 3 requirement, or if not, what are the roadblocks. Photos are then submitted on a due date, weeks before their project is projected on a screen for critique. The preliminary submission is for me to evaluate if the student has actually met SLO 3. If not, I then discuss with the student SLO 3 close-up possibilities. This gives students a final opportunity to get a close-up photo. (03/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Gary</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: The key to continued success for SLO 3 is review, analysis and adjustment (if necessary). I have set up the photo essay or story project to have check points to ensure that the students are meeting the SLO 3 standard, without drilling it into their head that it is an SLO. By this I mean, I want students to succeed because they are incorporating SLO 3 for its value and importance to their essay. This concept could be likened to getting a child to eat something nutritious because it tastes good, not because it's good for them. I like discussing SLO 3 with students because often students are surprised by detail shots, how easily it is to overlook, and how details in a story can give the project resonance. An example would be to explain how a story on a POW survivor carries more weight if the photographer can isolate detail shots as part of a story: scars, tattoos or numbers, symbols, medallions, religious jewelry, tattoo , names written or carved on and disfigurements. Finally, I will continue to employ multiple deadlines, so students can get quick feedback on</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>whether they have satisfied SLO 3, as well as other requirements. (03/02/2017)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>8 of 15 students met the requirement of SLO #3. 7 failed to meet the requirement. Success rate was 53.3 percent, well below the 70 percent acceptable standard. (03/10/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: To improve the results of SLO #3, I think requires working one-on-one with students. We need to review their photo stories and identify potential 'detail' images. Another step would be to see if we can crop an existing photo in the essay to zero in on a specific detail. An example would be to find any photo that includes a badge, a medallion, a tattoo, a piece of jewelry, a scar, or a part of the body that that has relevance to the story — eyes, hands, feet, etc. — and discuss with that student. (03/10/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: While I did follow up on the Fall '14-15 SLO #3 action plan, it seems i need to do this on an individual basis. Students don't necessarily grasp how to apply the importance of detail shots from one project to their project. They might understand SLO #3 in theory, but unsure how to apply in practical terms. One-on-one sessions might help connect the dots. (03/10/2016)</p> <p>Action: To improve the results of SLO #3, I think requires working one-on-one with students. We need to review their photo stories</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>and identify potential 'detail' images. Another step would be to see if we can crop an existing photo in the essay to zero in on a specific detail. An example would be to find any photo that includes a badge, a medallion, a tattoo, a piece of jewelry, a scar, or a part of the body that that has relevance to the story — eyes, hands, feet, etc. — and discuss with that student. (03/10/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: One-on-one instruction has been effective. I have followed through on this in the lab that follows the lecture. It's easier to hand a student a camera and ask them to shoot a detail image and then immediately show them how I would shoot the same object. So, utilizing the lab has given me the time to take the lecture from theory to the practice stage. Also, I find that one-on-one instruction allows the shy students and those with English as a second language to explain what they don't understand. Most ESL students approach me after class, so I can see that language is a barrier, but not one that should be too prohibitive. (03/02/2017)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Of 12 students, 8 scored acceptable. See related document</p>	<p>Action: The most challenging SLO was No. 3, which is the close-up or detail shot. Eight of 12 students successfully fulfilled this</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>for more analysis. The most challenging SLO was No. 3, which is the close-up or detail shot. Eight of 12 students successfully fulfilled this requirement of their project. One student who failed this SLO said that he didn't see a "detail" photo opportunity in his chosen theme: a cancer walk. I told him that a detail shot is not always obvious. That it takes a lot of thought and could even be an isolation shot. Suggestions I made included, medallions, words on a sign, a hand holding a lit candle, pink ribbons, and symbols. Other students who were unsuccessful with this SLO either forgot or thought what images they submitted were sufficient.</p> <p>(01/15/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p> <p>Related Documents:</p> <p>Assess SLOs for Fall '14.doc</p>	<p>requirement of their project. One student who failed this SLO said that he didn't see a "detail" photo opportunity in his chosen theme: a cancer walk. I told him that a detail shot is not always obvious. That it takes a lot of thought and could even be an isolation shot. Suggestions I made included, medallions, words on a sign, a hand holding a lit candle, pink ribbons, and symbols. Other students who were unsuccessful with this SLO either forgot or thought what images they submitted were sufficient.</p> <ul style="list-style-type: none"> • Place greater emphasis on detail photos as a homework assignment. I can discuss this type of photos to greater extent, and might even use a half-discussion period to give examples. Likewise, explaining the depth or concept of detail photos and its power to a photo story. • Show more examples of the detail photos in slide-show examples by professional photojournalists. Concepts visualized are easier to remember. • Devise more class exercises covering detail images. <p>(01/21/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: I have utilized the suggestions here to help students successfully meet SLO 3. Rather than include more detail shots in homework assignments, I thought</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			<p>it more effective to restructure the Photo Essay HW to include multiple deadlines for photo submissions. These deadlines are indicators of whether a student is not only meeting the requirements of the assignment, but also whether they have been able to identify opportunities to complete SLO 3. We can then discuss the success or failure, with a chance to go back and get the required photos.</p> <p>I am showing more samples of professional photos by working photojournalists, and among those images are effective detail shots. So yes, this was an effective method to get SLO 3 across to students. I have not necessarily introduced more class exercises to specifically address SLO 3, but I have been giving posing an occasional "How Would You Shoot This Assignment?" drill. Two examples of this would be to shoot a celebrity placing her hands in wet cement at Graumann's Theater and covering the Fattest Cat Contest at the Los Angeles Fair. The test is for the class to collectively arrive at how to get a wide shot, an effective medium shot, and a successful close up. So, this exercise has been helpful because it stimulates discussion, gives students an opportunity to visualize how they can fulfill the three SLOs, and then to show</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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them how those assignments were handled by a prize-winning photojournalist. (03/02/2017)

ECC: JOUR 8:Advanced Reporting and News Editing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 - Upon completion of the course, students will be able to create a single-page feature package using Adobe InDesign that includes art, a headline and at least 10 inches of text.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Throughout the semester students will work in teams of two to identify, research, interview, write, edit, shoot and layout a complete feature page using Photoshop and Adobe InDesign.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>6 of 8 students (75%) successfully met this SLO. Most people who couldn't meet the SLO were unable because they stopped participating. The demands of this SLO may be too much for students to achieve in 8 weeks. (04/13/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Out of nine students in J8, four students met the standard and five did not. Therefore, 45 percent of the class met the standard. Four students were able to meet the standard because they were able to access computers with Adobe InDesign and Photoshop the software necessary to design print feature packages. Also, these four students were successful because they were able to work on their projects in the lab during a time when an instructor was available to work closely with them. (12/12/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Change the course offering from an 8-week course to a 16-week course. (02/12/2016)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>Action: Of the nine students in class, five did not meet the standard because when they came to the lab to work on their projects, none of the available computers were operational. The machines in the lab date back to 2008 and many have stopped working. We often have more people than functional computers in the lab, at which point the students wander off and don't or can't return, so they don't learn how to do the design packages. Another issue that prevented these five students from success in this SLO is that when they arrived to work in the lab, the instructor was not able to work closely with the student. This is due to the many other demands on the instructors' time, such as budget, travel, grants, meetings, curriculum, ongoing equipment check-in/check-out and maintenance, managing student workers and the ad manager,</p>

Course SLOs	Assessment Method Description	Results	Actions
			ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc. (12/11/2015) Action Category: Program/College Support
<p>SLO #2 - Upon completion of the course, students will be able to apply news judgment and rank 10 news stories in order of most newsworthy to least newsworthy and create a production budget for a news publication using that ranking.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Performance - Given a list of stories, students will be required to rank the stories in order of importance and to defend their ranking.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>4 of 8 students (50%) succeeded in this SLO. Students appear to not have had enough time considering and working with the concept of news judgment. (04/13/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>In a class of nine students, 8 were able to meet the standard and one was not. Therefore, 90 percent were able to meet the standard. This is because the students had the tools they needed -- such as copies of back issues of the paper -- to understand the concept of news judgment and apply it to the creation of a news budget. (12/12/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Change the course offering from an 8-week course to a 16-week course. (02/12/2017)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>Action: Of the nine students in class, one did not meet the standard because he missed class during the lecture and the only time he could come in for help was during a time when the instructor was not able to work closely with the student and get him caught up because other things demanded her time at that hour, such as budget, travel, grants, meetings, curriculum, ongoing equipment check-in/check-out and maintenance, managing student workers and the ad manager, ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc. (12/12/2014)</p> <p>Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 - Upon completion of the course, students will be able to copy edit a multi-item calendar listing so that the items adhere to the Associated Press style.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Fall 2017)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Presentation/Skill Demonstration - Students are given a series of news stories, photojournalism images and photo captions and must edit them for formatting, style and accuracy according to industry standard guidelines also covered in class.</p> <p>Standard and Target for Success: 70%</p> <p>Additional Information: Out of nine students, five met the standard and four did not. Therefore, 55 percent met the standard. This is because those five students were able to access the tools they needed to complete the editing assignment, such as functioning computers that link to the server and are equipped with Adobe Photoshop and InDesign.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>5 of 8 students (63%) succeeded in this SLO. Many students struggled with correctly and effectively copy editing a multi-term calendar listing and appeared to need more time to practice and learn copy editing skills. (04/13/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the nine students in class, four did not meet the standard because when they came to the lab to work on their projects, none of the available computers were operational. The machines in the lab date back to 2008 and many have stopped working. We often have more people than functional computers in the lab, at which point the students wander off and don't or can't return, so they don't learn how to do the design packages. Another issue that prevented these five students from success in this SLO is that when they arrived to work in the lab, the instructor was not able to work closely with the student. This is due to the many other demands on the instructors' time, such as budget, travel, grants, meetings, curriculum, ongoing equipment check-in/check-out and maintenance, managing student workers and the ad manager, ordering supplies, fixing the printers, dealing with visitors, answering emails, managing eight adjuncts, etc. (12/12/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Request funding for updated computers for the lab and a lab technician so students have adequate resources and more of the professor's time can be spent directly on instruction. (12/16/2015)</p> <p>Action Category: Program/College Support</p>