

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (HUM) - Journalism

ECC: JOUR 1: News Writing and Reporting

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 - Upon completion of the course, students will be able to write a one-sentence, hard news/summary lead that incorporates at least 3 of the 5 Ws, is 30 words or less and doesn't start with a quote or the attribution. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 12/09/2013	Essay/Written Assignment - For their final project in J1, students are required to cover a city council meeting and write a 500- to 700-word news story in the inverted pyramid structure that focuses on the most newsworthy agenda item through research and interviews. Standard and Target for Success: 70%	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met Of the 32 students enrolled in the course, 25 met the SLO , for a 67 percent success rate. Seven students did not, representing a 33 percent rate. The students who did not meet the standard either did not do the work or struggled with basic skills. The ones who didn't do the work said they had too much going on to keep up and never fully engaged the class material. (09/12/2019) % of Success for this SLO: 67 Faculty Assessment Leader: kate mc Faculty Contributing to Assessment: kate mc Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met The two students who weren't successful were unprepared for the level of work in the course. One had a lot on his plate and just couldn't follow through on work and the other was an athlete who didn't have the time or energy at the end of the day to do the work. (09/06/2018) % of Success for this SLO: 93 Faculty Assessment Leader: Kate McLaughlin Faculty Contributing to Assessment: Anna Mavromati and Kate McLaughlin Semester and Year Assessment Conducted: 2015-16	Action: We will incorporate a mandatory student check in on the final project as a way of flagging those students who might be struggling with completion. We will also engage in more informal check-ins at the start of class, after the assignment is given. (10/09/2019) Action Category: Teaching Strategies Action: We will make the workload and requirements clear in the first two weeks so as to give students a realistic picture of what to expect so they won't figure that out later. (09/06/2018) Action Category: Teaching Strategies

Course SLOs	Assessment Method Description	Results	Actions
		<p>(Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Of 39 students in 3 sections, 20 students (50%) met the SLO and 19 students did not.</p> <p>MCLAUGHLIN ANALYSIS: They aren't processing the work. By their own admission they are waiting until the last minute and rushing in an unedited chronological account. Most students didn't do well on the SLO assessment because they waited too long to start the project. There is a misconception that the city council story is a one-time activity, or a "report" where they write down what happens and turn it in. Despite many discussions, examples (both professional and student papers), many students turned in partial drafts. Many acknowledged their shortcomings. In the future, I will try making the project due in stages, though there is a limit to that, given the time it takes to prepare reporters and time then left to report the story.</p> <p>FRITH ANALYSIS: Students do not have strong basic writing skills – they don't understand mechanics or punctuation or even basic spelling. They do not understand how to properly quote sources – or even that sources should be included. Most seem to think that everything they need can be googled – NOT something journalists do. They need a strong basic foundation in English prior to enrolling in J1 if there is to be any chance at success. (05/29/2017)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stephanie Frith, Anna Mavromati</p>	
		<p>Semester and Year Assessment Conducted: 2014-15</p> <p>(Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 45 students evaluated (3 sections of J1), 38 met the objective (84%).</p> <p>Most students seem to understand this SLO, but grammatical issues brought their grades down. (09/24/2015)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p>	<p>Action: Because of grammatical issues, the department wants to continue with English 100 and increase the allowable hours. The instructors could use more release time to work one-on-one with students, and separate office space is needed so that such meetings could be private. (09/24/2015)</p>

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		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 7 students evaluated, 100% met the criteria. (09/05/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action Category: Program/College Support</p> <p>Action: While these students did well, many J1 students still have basic skills needs that need to be met, and this success rate is due in large part to the extra time that the instructors and advisers have to spend with the students. Refining the implementation of English 100 and solving all related problems is critical for the success of J1 students. (06/11/2015)</p> <p>Action Category: Program/College Support</p>
<p>SLO #2 - Upon completion of the course, students will demonstrate the ability to research and evaluate appropriate sources and background materials for a news story.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 12/09/2013</p>	<p>Essay/Written Assignment - For their final project in J1, students are required to cover a city council meeting and write a 500- to 700-word news story in the inverted pyramid structure that focuses on the most newsworthy agenda item through research and interviews.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Of the 32 students who enrolled in the class, 25 met the standard. five of those who did not meet the standard said they underestimated the time it takes to brainstorm applicable sources for a story and to then go and get the info needed from those sources. Despite the in-class instruction, handouts, periodic check-ins, related assignments, in-class examples, and opportunity to meet in office hour for one-on-one coaching and feedback, they still didn't manage their time or expectations well enough to research and acquire appropriate sources. The other two simply disappeared, so it's hard to say why they didn't complete the project. (09/12/2019)</p> <p>% of Success for this SLO: 67</p> <p>Faculty Assessment Leader: kate mc</p> <p>Faculty Contributing to Assessment: kate mc</p>	<p>Action: We will incorporate a mandatory student check in on the final project as a way of flagging those students who might be struggling with completion. We will also engage in more informal check-ins at the start of class, after the assignment is given. (10/09/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Class sizes were small this semester and this let instructors achieve a high success rate. Only one student didn't make</p>	<p>Action: We will make the workload and requirements clear in the first two weeks so as to give students a realistic picture of what to expect so they won't figure that</p>

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		<p>it. He failed because he got overwhelmed with working on the magazine at the same time as being in J1. (09/06/2018)</p> <p>% of Success for this SLO: 98.15</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Anna Mavromati and Kate McLaughlin</p> <hr/> <p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Of 39 students in 3 sections, 26 students (67%) met the standard, but 13 did not.</p> <p>McLaughlin: Most students didn't do well on the SLO assessment because they waited too long to start the project. There is a misconception that the city council story is a one-time activity, or a "report" where they write down what happens and turn it in. Despite many discussions, examples (both professional and student papers), many students turned in partial drafts. Many acknowledged their shortcomings. In the future, I will try making the project due in stages, though there is a limit to that, given the time it takes to prepare reporters and time then left to report the story. I think a mandatory human development course in time management would help.</p> <p>Frith: Students do not have strong basic writing skills – they don't understand mechanics or punctuation or even basic spelling. They do not understand how to properly quote sources – or even that sources should be included. Most seem to think that everything they need can be googled – NOT something journalists do. They need a strong basic foundation in English prior to enrolling in J1 if there is to be any chance at success. (05/29/2017)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith, Anna Mavromati</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the 45 students (3 sections), 29 met the objective (64%).</p>	<p>out later. (09/06/2018)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Because students seem to be unprepared, we should look at the cut score for English 1A eligibility as this is the prerequisite</p>

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		<p>This is below our target of 70% success. Students appear to be unprepared for the level of research and critical thinking required. (09/24/2015)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p>	<p>for J1. As is, instructors don't have enough time to devote to working with students to bring them up to the level required for success. (09/24/2015)</p> <p>Action Category: Curriculum Changes</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 7 students evaluated, 71% met the criteria. (09/05/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action: While the success rate is at our target, the students need more time with their instructors and advisers, and a dedicated computer classroom would be of great benefit to the students. It is recommended that advisers receive increased release time so that they can be more available to support the students. (06/11/2015)</p> <p>Action Category: Program/College Support</p>
<p>SLO #3 - Upon completion of the course, students will be able to write a complete hard news story using the inverted pyramid format.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 12/09/2013</p>	<p>Essay/Written Assignment - For their final project in J1, students are required to cover a city council meeting and write a 500- to 700-word news story in the inverted pyramid structure that focuses on the most newsworthy agenda item through research and interviews.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Of the 32 students who enrolled in the class, 25 met the standard. five of those who did not meet the standard said they underestimated the time it takes to report a city council news story. Despite the in-class instruction, handouts, periodic check-ins and assignments building toward the final project, the opportunity to meet the instructor at a trial run council meeting and opportunity to meet in office hour for one-on-one coaching and feedback, they still didn't manage their time or expectations well enough to get the job done. The other two simply disappeared, so it's hard to say why they didn't complete the project. (09/12/2019)</p> <p>% of Success for this SLO: 67</p> <p>Faculty Assessment Leader: kate mc</p> <p>Faculty Contributing to Assessment: kate mc</p>	<p>Action: We will incorporate a mandatory student check in on the news story assignment as a way of flagging those students who might be struggling with completion. We will also engage in more informal check-ins at the start of class, after the assignment is given. (10/09/2019)</p> <p>Action Category: Teaching Strategies</p>

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		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Only one student didn't meet the standard. He got overwhelmed by working on the magazine at same time as taking J1. (09/06/2018)</p> <p>% of Success for this SLO: 96.3</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Anna Mavromati and Kate McLaughlin</p>	<p>Action: We will make the workload and requirements clear in the first two weeks so as to give students a realistic picture of what to expect so they won't figure that out later. (09/06/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Of 39 students in 3 sections, 22 students (56%) met the SLO, but 17 students did not.</p> <p>McLaughlin: Most students didn't do well on the SLO assessment because they waited too long to start the project. There is a misconception that the city council story is a one-time activity, or a "report" where they write down what happens and turn it in. Despite many discussions, examples (both professional and student papers), many students turned in partial drafts. Many acknowledged their shortcomings. In the future, I will try making the project due in stages, though there is a limit to that, given the time it takes to prepare reporters and time then left to report the story. They fulfill the word count, but it is not a multi-source, inverted pyramid story that adheres to AP style and is error free. See above for reasons why and possible solutions.</p> <p>Frith: Students do not have strong basic writing skills – they don't understand mechanics or punctuation or even basic spelling. They do not understand how to properly quote sources – or even that sources should be included. Most seem to think that everything they need can be googled – NOT something journalists do. They need a strong basic foundation in English prior to enrolling in J1 if there is to be any chance at success. (05/29/2017)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	

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		<p>Faculty Contributing to Assessment: Stefanie Frith, Anna Mavromati</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met Of the 45 students (3 sections), 30 met the outcome (67%).</p> <p>This is below the target for success. As with SLOs 1 and 2, grammatical issues and lack of preparedness for college-level work appear to interfere with students' mastery of the SLOs. (09/24/2015) Faculty Assessment Leader: Kate McLaughlin Faculty Contributing to Assessment: Stefanie Frith</p>	<p>Action: Because students seem to be unprepared, we should look at the cut score for English 1A eligibility as this is the prerequisite for J1. As is, instructors don't have enough time to devote to working with students to bring them up to the level required for success. (09/24/2015) Action Category: Curriculum Changes</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Not Met Of the 7 students evaluated, 57% met the criteria. (09/05/2014) Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action: This low success rate indicates need for change. J1 students are expected to complete many complex writing assignments as they must be well-trained by the time they begin writing for the Union (for which J1 is the prerequisite). Increasing the number of tutors and/or tutor hours and a dedicated computer classroom are two ways the college could support student success in J1. (06/11/2015) Action Category: Program/College Support</p>

ECC: JOUR 7ab:Advanced Photojournalism (Same course as PHOT 206ab)

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 First Alterations - Upon completion of the course, students will apply the first of three acceptable alterations to a photograph, as defined by the Associated Press (AP), which is cropping the photo using Photoshop, to add creativity to the page, and bring impact to the photo's meaning.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 12/09/2013</p>	<p>Presentation/Skill Demonstration - Photoshop skill demonstration.</p> <p>Standard and Target for Success: 90 percent students should score acceptable.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Journalism 7 and Photo 206 are the same course, Advanced Photojournalism. Eight total students in the combined courses: 7 students participated in SLO #1, one student did not participate. Of the 7 participating students, there was 100 percent success rate. Student success for SLO #1, cropping the image, was due to (1) emphasis on this technique in classroom lecture and lab; (2) and increasing use of photo adjustments through photography platforms on the phone, such as Instagram. Phone apps allow students to resize or crop their images before sharing on Facebook and Instagram. Subsequently, cropping is a practiced (09/12/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>Action: I believe the success of SLO #1 can be maintained by a combination of classroom and lab exercises and assignments. Some, but not all, students are using phone apps to alter the images taken on their smart phone and iPhones. Apps can help familiarize students with the cropping (SLO #1) process. But the latter is not a part of the J7 or Photo 206 curriculum, so I do not depend on apps to ensure success rate. Thus, continued emphasis on sizing photos will be continued through class assignments, homework and lab exercises. (09/12/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Maintained the classroom and lab work that has worked in past semester.s (09/12/2019)</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Six out of seven students understood and applied SLO #1 First Alteration of cropping. Six students easily grasped the SLO, which was discussed in lecture and performed during lab hours. The seventh student partially grasped the concept, mainly because of poor attention during lab hours when the SLO was put into practice. (06/27/2018)</p> <p>% of Success for this SLO: 85.71</p> <p>Faculty Assessment Leader: Luis Sinco</p>	<p>Action: Cropping a photograph in an acceptable manner is a straightforward concept. I talk with students about how cropping can isolate the action, emotion and moments within a specific photograph. We discuss how cropping can help convey the reality and truth inherent in a photojournalistic image. We consider how cropping can effectively maximize visual impact on paper and online. We put the</p>

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			<p>topic into practice during lab hours. I instruct and help students effectively crop their raw images. Through homework and fieldwork, how cropping effectively enhances the power of images and draws reader attention becomes evident.</p> <p>(06/27/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Of the 4 students tested for SLO 1 — Cropping an image — I believe all students succeeded because each has an acceptable understanding of image composition. I tested each student in three specific areas of cropping: Vertical, horizontal, and loose cropping to include text overlay. The latter is a more advanced technique and I use this as an indicator of a photographer who might have the skills desired in a photo editor. One student, John Lopez, demonstrated the instinctive eye for cropping an image to include text overlay. Each student explained why they chose a specific crop, as each photo is unique in its content and composition. I was satisfied with each student's reason for cropping an image vertically, horizontally and freestyle with added text overlay. (09/13/2017)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>Action: This course has been dropped for the Fall 2017 semester. If continued in the Spring 2018 semester, another adjunct instructor will teach Journalism 7. I will discuss SLO 1 with this new instructor and emphasize that he/she continue working with Union staff photographers on image cropping. (04/09/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>8 students completed SLO #1 and 8 students succeeding in meeting the requirements. I think the students were successful in this cropping exercise because as advanced students, they have experience in cropping in the camera as they are photographing the image. In the post-processing</p>	<p>Action: Because of the 100 percent success rate, I will continue to have students practice cropping images in creative ways. (11/28/2016)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: This was the last</p>

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		<p>phase, of which SLO #1 is measured by, the students showed the necessary skills to tweak or make minor adjustments in a crop. (09/16/2016)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p>	<p>meeting of Journalism 7. The course was dropped for lack of enrollment for Fall 2017. As of Spring 2017 semester, I continued to check the progress of J7 photographers. The four Union photographers readily practiced cropping on their own, as it is an important part of advanced photography. (06/12/2017)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 4 students evaluated (1 section), 4 met the outcome (100%).</p> <p>All students demonstrated acceptable abilities for SLO 1, but degrees of effectiveness varied from student to student. For example, cropping the image in post-production can be an indicator of photo editor material; however, the crops I saw were sufficient but might have lacked a certain depth of composition and meaning. (04/25/2016)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>Action: Add an SLO 1 exercise in which students can crop an image several ways, then compare the effectiveness of each. This exercise will also include the practice and discussion of "in camera". (09/24/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Encouraged students to crop an image in a variety of ways, but they often provided less-satisfying crops to meet the exercise requirements. In the end, they went back to their first crop and abandoned the secondary choices. I abandoned the exercise because I don't want students doubting their instincts. Since photographers are not page editors, they will not be making crop adjustments on the page. (09/16/2016)</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of 9 students, 9 scored acceptable. See related document for analysis. (04/28/2014)</p>	<p>Action: These results are extremely satisfactory, so we will maintain the current methods of instruction. (06/01/2015)</p> <p>Action Category: Teaching</p>

Course SLOs	Assessment Method Description	Results	Actions
		Faculty Assessment Leader: Gary Kohatsu Faculty Contributing to Assessment: Gary Kohatsu Related Documents: SLO Analysis	Strategies
SLO #2 Second Alterations - Upon completion of the course, students will apply the second of three acceptable alterations to a photograph, as defined by the Associated Press (AP), which is to adjust the image for contrast using Photoshop, which gives the photo dimension. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 12/09/2013	Presentation/Skill Demonstration - Photoshop skills demonstration. Standard and Target for Success: 90 percent of students should score acceptable.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met Journalism 7 and Photo 206 are the same course, Advanced Photojournalism. Eight total students in the combined courses: 7 students participated in SLO #2, one student did not participate. Of the 7 participating students, there was 100 percent success rate. Student success for SLO #2, tonal adjustment or altering contrast, was due to (1) emphasis of this technique in classroom lecture and lab; (2) and increasing use of photo tone adjustments for photography platforms on the phone, such as Instagram. Phone apps allow students to vary the contrast or tone of their images before sharing on Facebook and Instagram. Subsequently, tonal alterations is becoming more familiar to the public in general. I only mention the latter because of the increasing availability of phone apps, and many people do become acquainted with changing picture tones through these "apps." By the same token, I do not use apps in my teaching curriculum nor do I recommend phone apps as a substitute for Photoshop lessons, which I present in the classroom and lab. (09/12/2019) % of Success for this SLO: 100 Faculty Assessment Leader: Gary Kohatsu	Action: I believe continued success of SLO #2, tonal adjustments to a photo, can be maintained through course lecture, laboratory work and homework assignments . The key is to identify each student's progress and help him/her during the semester. Since J7 and Photo 206 students are part of the Union and Warrior Life staff, they are smaller in numbers that the basic photojournalism enrollment which could be in the 20s. So, personal instruction on SLO #2 is definitely possible. (09/12/2019) Action Category: Teaching Strategies Follow-Up: Reviewed and practiced the lecture and lab work of previous semesters. This continues to reap student success in SLO #2. (09/12/2019)
		Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met Six out of seven students understood and applied SLO #1 First Alteration of cropping. Six students easily grasped the SLO, which was discussed in lecture and performed during lab hours. The seventh student partially grasped the concept, mainly because of poor attention during lab hours when the SLO was put into practice. (06/27/2018)	Action: SLO 2 requires mastering the fundamentals of exposure, including ISO, shutter speed and aperture. Done correctly, the fundamentals effectively minimize the need for toning and contrast adjustment with Photoshop. Getting it right in the camera precludes the extensive use of

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		<p>% of Success for this SLO: 85.71</p> <p>Faculty Assessment Leader: Luis Sinco</p>	<p>computer applications, which is the stated ideal of photojournalism. You present to the reader exactly what you got in the field. There is no substitute for shooting plenty of photographs. Lots of hands-on instruction and learning during lab hours produces results.</p> <p>(01/11/2019)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Each student demonstrated an acceptable level of SLO 2, tonal adjustment for contrast and color saturation. Ryan Guitare and Joh'nysha Vercher applied tonal adjustment to a photo using the levels tool in Photoshop. John Lopez and Osvaldo Deras made tonal adjustments to a photo using the Curves tool. Either tool is acceptable, with Curves being a more advanced means of adjusting an image. The end result would not indicate which tool was used. I believe all the students were successful in tonal adjustments because all shoot with their cameras set for a RAW image, which is an untouched, uncompressed photo that retains all details. A raw image must be converted to a JPEG or TIFF file, and then the levels or curves tool applied to enhance the image. While a RAW image contains all details and information of a photo, it is unrefined. RAW shooters learn very quickly to bring out the final image through tonal adjustment. (09/13/2017)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>Action: Continued success of SLO 2 can be achieved by having J7 photographers periodically demonstrate how they tonally adjust photos they are uploading to Camyak, for publication in the Union newspaper. Note: This course was cancelled for the Fall 2017 semester. If continued in the Spring 2018 semester, I have provided a projected date of Feb. 19, 2018 for follow up. Also, I likely will not teach this course as we move forward, so will assist in the SLO 2 process with the new instructor. (02/19/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p>	<p>Action: Because of the 100 percent success rate of SLO #2, I will continue to have students</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>8 students took part in SLO #2 and all 8 students succeeded in meeting the requirements. I believe the success of this exercise is due to the students having advanced skills and understanding that in most cases, the image straight from the camera will need some tonal adjustment. All students showed proficiency in the use of Curves or Levels in Photoshop to achievement good tonal quality of the image. (09/16/2016)</p> <p>Faculty Assessment Leader: Gary Kohatsu Faculty Contributing to Assessment: Gary Kohatsu</p>	<p>practice adjusting the tonal levels through the Curves or Levels features. (11/28/2016)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: J7 students demonstrated proficiency of tonal adjustments through the Curves and Levels tools of Photoshop. (09/13/2017)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Of the 4 students evaluated (1 section), 4 met the outcome (100%).</p> <p>All students demonstrated acceptable abilities for SLO 2, but degrees of effectiveness varied from student to student. For example, students did well in achieving an acceptable image for general purposes. (04/25/2016) Faculty Assessment Leader: Gary Kohatsu</p>	<p>Action: Regarding the differences in tonal adjustments for a printed photo versus the same image to be printed in a newspaper: First, I would give each student one photo that is slated for print in the Union newspaper. Then I would have each photographer make the necessary tonal adjustments to create (1) a quality, acceptable printed 8x10 image, and (2) an adjusted photo as he/she believes is suitable for the newspaper. Third, I will tweak the tonal levels of the designated photo as it should be for newspaper publication.</p> <p>The final step will be to compare the tones of all images. Special emphasis will be on comparing my "tweaked" photo and the image as it appears in the Union newspaper. I think this compare/contrast exercise will provide better understanding of how photos for newspapers generally need to be lighter and less contrasty.</p>

Course SLOs	Assessment Method Description	Results	Actions
			(04/25/2016) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Of 9 students, 9 scored acceptable. See related document for analysis. (04/28/2014) Faculty Assessment Leader: Gary Kohatsu Faculty Contributing to Assessment: Gary Kohatsu Related Documents: SLO Analysis	Action: Students should be made aware of the differences between tonal adjustment (contrast and saturation) for a printed photo versus adjustment for newsprint. Few staff photographers have to deal directly with the image for newspaper stock, so they oversaturate their images. Finally, photographers can sharpen an image but do they understand the meaning of sharpness? None of the four tested students gave much thought to over-sharpening and its pitfalls. (09/24/2015) Action Category: Teaching Strategies
			Action: These results are extremely satisfactory, so we will maintain the current methods of instruction. (06/01/2015) Action Category: Teaching Strategies
SLO #3 Third Alterations - Upon completion of the course, students will apply the third of three acceptable alterations to a photograph, as defined by the Associated Press (AP), which is to adjust the image for sharpness using Photoshop, which brings clarity to images. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring	Presentation/Skill Demonstration - Photoshop skills demonstration. Standard and Target for Success: 90 percent of student should score acceptable.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met Advanced PhotoJournalism is comprised of two courses: Photo 206, in the Fine Arts Division, and Journalism 7, in the Humanities Division. Since enrollment in both courses are low, 4 students on each side, I am combining the results of all students for purposes of consistency. Seven (7) students participated in SLO #3, one student did not participate. SLO #3 is the sharpening of an image through the "sharpening" Photoshop tool. Of the 7 participating students, there was 100 percent	Action: As with SLOs #1 and #2, I believe student success will be high by continuing to emphasize SLO #3 in classroom lecture, lab work and homework assignments. However, since SLO #3, sharpening, is an application that is least needed and practiced among photographers today, familiarity of sharpening isn't dependent on its use. Knowledge of when to sharpen an image and

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 12/09/2013		<p>success rate. Student success for SLO #23, the enhancement of a photo through sharpening, was due to (1) emphasis on this technique in classroom lecture and lab; (2) and increasing use of photo tone adjustments for photography platforms on the phone, such as Instagram. I only mention the latter because there is an increasing availability of phone apps, and some people do become acquainted with changing picture sharpness through these "apps."</p> <p>By the same token, I do not use apps in my teaching nor do I recommend phone apps as a substitute for Photoshop lessons that I present in the classroom and lab.</p> <p>"Sharpening" an image, which practiced by advanced photographers is the least utilized of the three SLOs for J7 and Photo 206 students. It is an application that we practice in moderation. (09/12/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>which Photoshop tool to access for sharpening is sufficient. Note: because some cameras have "increased sharpening" already utilized through factory presets, as well as cameras and lenses of increased sharpness "straight out of camera," I will remember to mention that sharpening is there when needed, but possibly never at all.</p> <p>Again, SLO#3 success will be maintained by applying or emphasizing in both class lectures and homework assignments, and in lab work. (09/12/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: As in past semesters, maintaining SLO #3 through class work will be emphasized to ensure that we have student success in the future years. (09/12/2019)</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Six out of seven students understood and applied SLO #1 First Alteration of cropping. Six students easily grasped the SLO, which was discussed in lecture and performed during lab hours. The seventh student partially grasped the concept, mainly because of poor attention during lab hours when the SLO was put into practice. (06/27/2018)</p> <p>% of Success for this SLO: 85.71</p> <p>Faculty Assessment Leader: Luis Sinco</p>	<p>Action: Group edits of student assignments makes readily apparent what is and what is not in focus within a photo take. In so many instances, the students can conclude by themselves that some images can be so out of focus that using the Photoshop sharpening tool is useless. The emphasis should always be to capture an image in focus so that the sharpening tool is a last resort. (01/27/2019)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
		<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>I believe the success of SLO 3, image sharpness, is a practiced skill because advanced photographers generally set their DSLR or mirrorless cameras to average or lower levels of contrast and sharpness. This is done so cameras do not "over-process" images, which is often seen in low-end cameras. The 4 advanced students understand that the less processing done by the camera, the more they have to make adjustments in Photoshop, or other software such as Lightroom or Aperture. Professional photographers want to control the sharpening, because if a camera over-sharpens the image, there is no going back to de-sharpen. Our photographers know that it is always best that they control every aspect of the final image, including the sharpening process, to give their images a professional look. Also, two of five photographers shoot with Canon cameras, while the other three shoot with Nikons. Each camera delivers a different look in terms of dynamic range, saturation and sharpness. Understanding the camera usually motivates advanced photographers to enhance their photos with the various features of Photoshop, including the sharpening tool. (09/13/2017)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>Action: Continued success of SLO 3 can be achieved by ensuring all J7 photographers fully understand their cameras and to set the (cameras) menu features to slightly reduce saturation and sharpness. I want my students to learn to boost sharpness and saturation in the post-processing phase, rather than allow their cameras to perform these functions. The J7 course was cancelled for the Fall 2017 semester, but will hopefully be picked up in the Spring 2018 semester. So the action date is projecting ahead. (02/19/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p> <p>8 students took part in SLO #3 and all 8 met the requirements of successfully sharpening an images in Photoshop. I think the success of sharpening an image is due to the students have advanced photo skills. They could identify images of which appeared "soft" (lacking clarity) to the eye, and then tweak the image to give it a sharp edge. (09/16/2016)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p>	<p>Action: Due to the 100 percent success rate demonstrated by student in SLO #3, I will continue to allow and encourage them to make their own judgment calls in sharpening images. (11/28/2016)</p> <p>Action Category: Program/College Support</p> <p>Follow-Up: J7 students demonstrated adequate understanding and use of the sharpening tool in Photoshop. I showed them a preferred range of sharpening, so the final image</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
			doesn't look pixelated from over-sharpening. I think this has helped students to make good judgment calls on how much sharpening each photo requires. Will continue to monitor this area of post processing in one-on-one discussions. (09/13/2017)
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 4 students evaluated (1 section), 4 met the outcome (100%).</p> <p>All students demonstrated acceptable abilities for SLO 3, but degrees of effectiveness varied from student to student. For example, three of the students seemed to undervalue the sharpening tool in Photoshop. (04/25/2016)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p>	<p>Action: SLO 3 warrants an exercise to control the amount of sharpening and what happens when we cross a line. (04/25/2016)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of 9 students, 9 scored acceptable. See related document for analysis. (04/28/2014)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p> <p>Related Documents:</p> <p>SLO Analysis</p>	<p>Action: These results are extremely satisfactory, so we will maintain the current methods of instruction. (06/01/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: JOUR 9abcd:Magazine Editing and Production

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #1 - Upon completion of the course, students will be able to generate five different feature story ideas with focused angles and contact information for at least three possible sources to interview.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 12/09/2013</p>	<p>Essay/Written Assignment - For their first assignment in J9, students are required to identify and develop five campus-related story ideas suitable for publication in the student magazine and to present their ideas in a written assignment that includes focused story angles and source contact information.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Not Met</p> <p>2 Yes 7 No</p> <p>The students seem to think they have a lot of time to put this homework assignment together, but it can take weeks to find five solid, thoroughly developed ideas. They wait too long to start and then they realize they cannot complete the assignment. This is partially what happened this semester. The other piece is that some of the students in the class were simply frightened of having to approach people. (09/13/2019)</p> <p>% of Success for this SLO: 28</p> <p>Faculty Assessment Leader: Stefanie Annette Frith</p> <p>Faculty Contributing to Assessment: Stefanie Annette Frith</p>	<p>Action: More time can be spent during lab time going out with students to help them find story ideas. It seems the more students use their cell phones to communicate via social media and texting, the harder it becomes for them to talk to people "in real life" in person. (09/13/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: There was a big dip in success this particular semester and it's hard to know exactly why. We will continue to assess whether or not more time during lab spent finding stories can help. (09/13/2019)</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Only one student didn't meet the standard. He said it was because he didn't start the assignment soon enough. He made the assignment up later in the semester and did great, but he didn't make the deadline. (09/06/2018)</p> <p>% of Success for this SLO: 85.71</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p>	<p>Action: We will work to impress upon students the length of time the story idea assignment takes. It's not as thought they can sit down and bang it out. They have to add the reporting layer to the task. (09/06/2018)</p> <p>Action Category: Teaching Strategies</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Not Met</p> <p>Of 1 section with a total of 6 students, 2 students (33%) met the SLO, while 4 students did not.</p> <p>Frith: Three students did not submit the 5 story ideas assignment. They said they, "Just didn't do it." They</p>	

Course SLOs	Assessment Method Description	Results	Actions
		<p>admitted later they thought this would be an “easy” class where not a lot of work was required. Eventually everyone understood the assignments and did well with SLO 2 – writing a story. All except one did well on SLO 3 and he admits he just threw together his portfolio because he knew he was failing the class anyway. Upping the course to 3 units next semester may help determine if the students take the work more seriously. (05/29/2017)</p> <p>Faculty Assessment Leader: Stefanie Frith</p>	
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 3 students evaluated, 3 met the outcome (100%).</p> <p>While all students met the SLO, one of the students didn't meet the other two SLOs and therefore didn't pass the class. (09/24/2015)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action: We will continue to ask for support from the institution in the form of a full-time lab tech and more administrative support. (09/24/2015)</p> <p>Action Category: Program/College Support</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 3 students evaluated, 100% met the criteria. (06/11/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action: While the numbers are strong, we know that the students have basic skills needs that require more time than instructors can provide during class. Because of this, English 100 must be refined and running smoothly in order for students to benefit from it. (06/11/2015)</p> <p>Action Category: Program/College Support</p> <p>Action: While this number is good, the number of students included in the assessment is too small to fully understand student success. In the future, 100% of students in J9 classes will be assessed. (06/11/2015)</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>SLO #2 - Upon completion of the course, students will be able to write a 600- to 800-word feature story that utilizes an alternative lede, a nut graph and direct quotes.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 12/09/2013</p>	<p>Essay/Written Assignment - For their final project in J9, students are required to create a portfolio that contains everything they received in the class (handouts, graded assignments, 10 pages of lecture notes, etc.) and everything they amassed to create their feature story, including transcriptions, interview notes, art, schedules, drafts, etc., The portfolio also contains a digital element on Storify that serves as a portfolio to show potential employers.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met 9 Yes 0 No (09/13/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Stefanie Annette Frith</p> <p>Faculty Contributing to Assessment: Stefanie Annette Frith</p>	<p>Action: The students did a great job putting together their portfolios and coming up with creative digital elements. (09/13/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: More time reviewing the portfolio assignment and using more lab time (and having English 100 with an instructional assistant), as well as more InDesign training led to successful SLO results. Faculty attending national conferences and meeting with magazine professionals has also assisted in providing the latest in this ever-changing industry, which is exciting for the students to then learn. (09/13/2019)</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met All students were successful on this SLO. (09/06/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p>	<p>Action: No action necessary. Can't improve on 100 percent. (09/06/2018)</p> <p>Action Category: Program/College Support</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met Of 1 section and 6 students, 6 students (100%) met the SLO and 0 students did not.</p> <p>Frith: Three students did not submit the 5 story ideas assignment. They said they, "Just didn't do it." They admitted later they thought this would be an "easy" class where not a lot of work was required. Eventually everyone understood the assignments and did well with SLO 2 –</p>	

Course SLOs	Assessment Method Description	Results	Actions
		<p>writing a story. All except one did well on SLO 3 and he admits he just threw together his portfolio because he knew he was failing the class anyway. Upping the course to 3 units next semester may help determine if the students take the work more seriously.</p> <p>The stories were created using a multi-step process as opposed to single deadline. Drafting helped. It should be added that unlike J1, the stories in J9 are the semester-long major project, so the luxury of multiple drafts is possible. For J1, there is a lot more to learn and a lot more going on. (05/29/2017)</p> <p>Faculty Assessment Leader: Stefanie Frith</p>	
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the 3 students evaluated, 2 met the outcome (67%).</p> <p>The SLOs aren't met because we are running a department/program and a business staffed by beginners and teaching classes and arranging for extensive travel and award prep and entry. There's no time to spend helping students. (09/24/2015)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action: We will continue to ask for support from the institution in the form of a full-time lab tech and more administrative support. (09/24/2015)</p> <p>Action Category: Program/College Support</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>Of the 3 students evaluated, 100% met the criteria. (06/11/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action: While these numbers are good, the students and faculty are working under very difficult conditions as the Journalism lab's computers are dying and need replacing. Students need to be working with the industry standard of publishing and producing articles, photography, and multimedia. The industry standard is Mac computers and the department needs all new Mac computers. (06/11/2015)</p> <p>Action Category: Program/College Support</p>

Course SLOs	Assessment Method Description	Results	Actions
			<p>Action: While this number is good, the number of students included in the assessment is too small to fully understand student success. In the future, 100% of students in J9 classes will be assessed. (06/11/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
<p>SLO #3 - Upon completion of the course, students will be able to produce at least three pieces of art illustrating a feature story, which may include but is not limited to photos, illustrations or data visualization charts.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 12/09/2013</p>	<p>Portfolio - For their final project in J9, students are required to create a portfolio that contains everything they received in the class (handouts, graded assignments, 10 pages of lecture notes, etc.) and everything they amassed to create their feature story, including transcriptions, interview notes, art, schedules, drafts, etc., The portfolio also contains a digital element on Storify that serves as a portfolio to show potential employers.</p> <p>Standard and Target for Success: 70%</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met 9 Yes 0 No (09/13/2019)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Stefanie Annette Frith</p> <p>Faculty Contributing to Assessment: Stefanie Annette Frith</p>	<p>Action: No action needed. The assessment was a success for all students involved. (09/13/2019)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: More time reviewing the portfolio assignment and using more lab time (and having English 100 with an instructional assistant), as well as more InDesign training, led to successful SLO results. Faculty attending national conferences and meeting with magazine professionals has also assisted in providing the latest in this ever-changing industry, which is exciting for the students to then learn. (09/13/2019)</p>
		<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met All students were successful on this SLO. (09/06/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p>	<p>Action: No change necessary. Can't improve on 100 percent. (09/06/2018)</p> <p>Action Category: Program/College Support</p>
		<p>Semester and Year Assessment Conducted: 2015-16 (Spring 2016)</p> <p>Standard Met? : Standard Met</p>	

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>Of 1 section of 6 students, 6 students (100%) met the SLO, while 0 did not.</p> <p>Frith: Three students did not submit the 5 story ideas assignment. They said they, "Just didn't do it." They admitted later they thought this would be an "easy" class where not a lot of work was required. Eventually everyone understood the assignments and did well with SLO 2 – writing a story. All except one did well on SLO 3 and he admits he just threw together his portfolio because he knew he was failing the class anyway. Upping the course to 3 units next semester may help determine if the students take the work more seriously. (05/29/2017) Faculty Assessment Leader: Stefanie Frith</p>	
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Not Met Of the 3 students evaluated, 1 met the outcome (33%).</p> <p>The SLOs aren't met because we are running a department/program and a business staffed by beginners and teaching classes and arranging for extensive travel and award prep and entry. There's no time to spend helping students. (09/24/2015) Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action: We will continue to ask for support from the institution in the form of a full-time lab tech and more administrative support. (09/24/2015) Action Category: Program/College Support</p>
		<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met Of the 3 students evaluated, 100% met the criteria. (06/11/2014) Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action: While these numbers are good, the students and faculty are working under very difficult conditions as the Journalism lab's computers are dying and need replacing. Students need to be working with the industry standard of publishing and producing articles, photography, and multimedia. The industry standard is Mac computers and the department needs all new Mac computers. (06/11/2015) Action Category: Program/College Support</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
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Action: While this number is good, the number of students included in the assessment is too small to fully understand student success. In the future, 100% of students in J9 classes will be assessed.

(06/11/2015)

Action Category: SLO/PLO
Assessment Process