

Assessment: Course Four Column

Fall 2017



El Camino: Course SLOs (HUM) - Journalism

ECC: JOUR 12:Mass Media and Society

<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 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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</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: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Analysis of data: Most students did well on this SLO. It's likely because this course is a gen ed requirement and most students are motivated to transfer and will get the work done. It also is likely because we engage in a lot of discussion that centers on current events, so the issues and problems facing mass media are made relevant through that process. The reasons four students did not meet the standard (out of 25 total) are likely because they either did not attend class regularly, buy the book, reach out for extra help or some combination of those.</p> <p>Action Plan: To improve on this next semester, I am making an office hour visit mandatory for all students between week 7 and week 10, and I'm switching to all OER resources, so not having the book should have less of an impact. The attendance issue is tougher to address. However, I will emphasize the importance of not missing class, having a realistic work and school schedule. (Many students take on more than they have time to handle.) I will also incorporate a time-study activity in class, though that goes far afield of the course</p>	<p>Action: Analysis of data: Most students did well on this SLO. It's likely because this course is a gen ed requirement and most students are motivated to transfer and will get the work done. It also is likely because we engage in a lot of discussion that centers on current events, so the issues and problems facing mass media are made relevant through that process. The reasons four students did not meet the standard (out of 25 total) are likely because they either did not attend class regularly, buy the book, reach out for extra help or some combination of those.</p> <p>Action Plan: To improve on this next semester, I am making an office hour visit mandatory for all students between week 7 and week 10, and I'm switching to all OER resources, so not having the book should have less</p>

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		<p>material. I can't spend too much time in a mass media class teaching basic study and time management skills.</p> <p>Follow up on previous action plans: Previous action plans made the book available in a common lending library in the newsroom, but students didn't access it. So with the OER materials being offered as of Spring 2018, we hope to eliminate that hurdle. the free book will be available to all online from day one. (03/02/2018)</p> <p>% of Success for this SLO: 86.21</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p>	<p>of an impact. The attendance issue is tougher to address. However, I will emphasize the importance of not missing class, having a realistic work and school schedule. (Many students take on more than they have time to handle.) I will also incorporate a time-study activity in class, though that goes far afield of the course material. I can't spend too much time in a mass media class teaching basic study and time management skills.</p> <p>Follow up on previous action plans: Previous action plans made the book available in a common lending library in the newsroom, but students didn't access it. So with the OER materials being offered as of Spring 2018, we hope to eliminate that hurdle. the free book will be available to all online from day one.</p> <p>(03/02/2018)</p> <p>Action Category: Teaching Strategies</p>
<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), 2018-19 (Fall 2018), 2019-20</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</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Analysis of Data: 28 out of 29 students completed SLO No. 2 successfully. The one student who did not dropped the course. I believe the reason students do so well on this SLO is that it's not difficult, and we use a mnemonic device that clearly is working well.</p>	<p>Action: Analysis of Data: 28 out of 29 students completed SLO No. 2 successfully. The one student who did not dropped the course. I believe the reason students do so well on this SLO is that it's not difficult, and we use a mnemonic device that clearly is working well.</p>

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<p>(Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>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>Action Plan: We plan to keep doing what we're doing as it's working. The success rate is excellent.</p> <p>Follow up on previous action plans: Since the mnemonic is working so well, we didn't have to make any changes here. (03/02/2018)</p> <p>% of Success for this SLO: 96.55</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p>	<p>Action Plan: We plan to keep doing what we're doing as it's working. The success rate is excellent.</p> <p>Follow up on previous action plans: Since the mnemonic is working so well, we didn't have to make any changes here. (03/02/2018)</p> <p>Action Category: Program/College Support</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 impact on American society.</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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</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 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>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Not Met</p> <p>Analysis of Data: 20 out of 29 students successfully completed SLO No. 3, the research paper. This number is the worst of the lot, and it's likely because the course pre-req says that English 1A completion is only recommended, not required. Students learn to write a research paper in English 1A. So asking students to take on a project like that when they never have is clearly not working. We are seriously considering changing the pre-req to require 1A completion.</p> <p>Action Plan: We are still trying to figure out what to do. Requiring students to complete English 1A seems like a natural plan of action, but we are deeply concerned what that will do to enrollment. Oddly, El Camino has another mass comm course that is identical to this one (It's not supposed to happen that way but that's the way it is.), and were we to tighten the pre-req, we would lose students to the other course and gut our own program. One thing we can do is rewrite the COR to allow for a lot more time on writing</p>	<p>Action: Analysis of Data: 20 out of 29 students successfully completed SLO No. 3, the research paper. This number is the worst of the lot, and it's likely because the course pre-req says that English 1A completion is only recommended, not required. Students learn to write a research paper in English 1A. So asking students to take on a project like that when they never have is clearly not working. We are seriously considering changing the pre-req to require 1A completion.</p> <p>Action Plan: We are still trying to figure out what to do. Requiring students to complete English 1A seems like a natural plan of action, but we are deeply concerned what that will do to enrollment. Oddly, El</p>

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		<p>a research paper. This of course threatens the integrity of the mass comm instruction and may, perhaps, threaten our articulation with universities,</p> <p>but if meeting the SLO success rate is the goal, that is one way it can be done. We are going to keep talking about this issue in our department meetings, though we rarely get through all the issues on our agenda in those meetings, so it might not happen.</p> <p>We will do our best.</p> <p>Follow up on previous action plans: Previous attempts to provide extra help and tutoring through English 100 hasn't had a significant impact on SLO 3. Nor has building research paper prep into the required assignments, providing more examples of past papers, requiring students to outline their paper in advance and other pre-submission attempts to get students to treat the project as a process, not a one-time activity. Additionally, the larger issue of preparedness is a real concern and attempts at thwarting procrastination won't help mitigate the unpreparedness of many students. We'll bring this up at our department meetings and try to come up with a way to make this success rate better.</p> <p>(03/02/2018)</p> <p>% of Success for this SLO: 68.97</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p>	<p>Camino has another mass comm course that is identical to this one (It's not supposed to happen that way but that's the way it is.), and were we to tighten the pre-req, we would lose students to the other course and gut our own program. One thing we can do is rewrite the COR to allow for a lot more time on writing a research paper. This of course threatens the integrity of the mass comm instruction and may, perhaps, threaten our articulation with universities, but if meeting the SLO success rate is the goal, that is one way it can be done. We are going to keep talking about this issue in our department meetings, though we rarely get through all the issues on our agenda in those meetings, so it might not happen. We will do our best.</p> <p>Follow up on previous action plans: Previous attempts to provide extra help and tutoring through English 100 hasn't had a significant impact on SLO 3. Nor has building research paper prep into the required assignments, providing more examples of past papers, requiring students to outline their paper in advance and other pre-submission attempts to get students to treat the project as a process, not a one-time activity. Additionally, the larger issue of preparedness is a real concern and</p>

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attempts at thwarting procrastination won't help mitigate the unpreparedness of many students. We'll bring this up at our department meetings and try to come up with a way to make this success rate better.

(03/02/2018)

Action Category: Curriculum Changes

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

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<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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - For SLO 1, both Sean Hiller and I assigned photo story projects to our students. I have one basic photojournalism class, taught to students at ECC, while Sean taught 2 classes, to high school seniors at Leuzinger High School. Each student selected a photo story project, which is comprised of multiple photos that tell a story. Among the required photos is an establishing shot, usually a wide photo that gives a sense of place or location. Both Sean and I believe that the photo story offers a solid demonstration of skill utilizing the wide photo.</p> <p>Standard and Target for Success: Success rate was measured by percentage and Sean and I believe that 80 percent student success was an indication that overall, students would be successful. Sean had 20 students in one class and 27 students in a second class. All 47 students were successful in completing SLO 1, as indicated by their photo stories. I had 11 students, and 9 successfully met the SLO 1 requirement. Sean's has 100 percent of his students meet SLO 1 requirements. I had an 82 percent success rate. Overall, with our combined students, the success rate was 97 percent.</p> <p>Additional Information: For SLO 1, both Sean and I believe that the photo story is a viable indicator of a photographers understanding of SLO</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Data was gathered from three separate courses. In my J6-Photo 106 courses, 9 of 11 students met the requirements of SLO #1. I believe that the high success rate was due to students having to fulfill SLO #1 on a photo essay project, which made the wide shot easy to observe, and correct if this photo was missing before the completion of the essay project.</p> <p>For Sean Hiller's classes, he found success in the same way. SLO #1 success was observable in the students' photo essay projects. (03/02/2018)</p> <p>% of Success for this SLO: 97</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p>	<p>Action: For SLO 1, both Sean and I believe that the photo story is a viable indicator of a photographer's understanding of SLO 1. The story also is an easy means for both Sean and I to track student success. Sean said his photographers at Leuzinger have access to a variety of lenses, which could enable his photo students to succeed with the wide-angle and overall photo for SLO 1. My students at ECC don't have the same luxury and must achieve success using their own equipment, which ranges from sophisticated DSLRs to point-and-shoots, such as photo cameras. I will continue to work with students to succeed using their equipment, so more individual attention is necessary. (03/02/2018)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: I will continue to utilize the photo story and other projects to help students achieve success with SLO #1. Working with students individually appears to be the key, because in my J6 class, students are working with different equipment. The wide range of equipment used in many cases has to be addressed individually, and so I will continue to be flexible with students and</p>

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	<p>1. The story also is an easy means for both Sean and I to track student success. Sean said his photographers at Leuzinger have access to a variety of lenses, which could enable his photo students to succeed with the wide-angle and overall photo for SLO 1. My students at ECC don't have the same accessibility and must achieve success using their own equipment, which ranges from sophisticated DSLRs to point-and-shoots, such as photo cameras.</p>		<p>the limitations of their photo equipment. And students are encouraged to send me photos for their projects early, so we can discuss and they can re-photograph to meet the requirement. The key is to address shortcomings early in the process. (03/02/2018)</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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p> <p>Input Date: 12/09/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - For SLO 2, the medium photo, both Sean Hiller and I assigned a photo story project to our students. Sean has 2 basic photojournalism courses, taught to Leuzinger High seniors, while I have one basic PJ course taught at El Camino College. To be specific, each student selected a photo story project, which is comprised of multiple photos that tell a story. Among the required photos are medium shots, which usually makes up about 90 percent of the submitted photos. The medium shot gives us an intimacy, without being too close or too far from the point(s) of interest. Both Sean and I believe that the photo story offers a solid demonstration of skill utilizing the medium photo.</p> <p>Standard and Target for Success: The selected method of measuring success for SLO #2 was based on PERCENTAGE, which is the same measuring tool for SLO #1 and SLO</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>11 of 11 students in my J6/Photo 106 were succ. That is 100 percent. Sean Hiller has the same results, 100 percent success in 2 classes: 20 students in class #6830 and 27 students in class #6831. (03/02/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p>	<p>Action: The success of the medium photo, SLO #2, is through direct comparison with SLO #1 and SLO #2. Both Sean and I concluded that when separating photos in the photo story, and placing them in three groups — wide/overall, medium and close/detail — our students can compare and contrast the effectiveness of each category of image. Most of the images will be categorized as mid-range images, and so students must scrutinize as to what medium shots effectively help the story, and which images can be removed. (03/02/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: Sean Hiller and I will continue to utilize the photo story or essay to help students understand the different types of images, and how they work together to create a more finished product. Many of Sean's</p>

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	<p>#3. All tracking of SLO #2 - the medium photo - was done through the assigned photo stories. Through observation, both Sean and I could see that 100 percent of our students (58 combined) successfully met the requirements of SLO #2. Most photo stories are comprised of 80 to 90 percent medium photos, and most students instinctively shoot from this distance without instruction.</p> <p>Additional Information: The success of the medium photo, SLO #2, is through direct comparison with SLO #1 and SLO #2. Both Sean and I concluded that when separating photos in the photo story, and placing them in three groups — wide/overall, medium and close/detail — our students can compare and contrast the effectiveness of each category of image.</p>		<p>high school students are also contributors for the Leuzinger High yearbook, so they get adequate reps in practicing all of the SLOs, including SLO #2. These student are also advanced photographers, having studied with Sean the previous year. Leuzinger students also have access to the school's pool equipment for loan. My students are often not polished, and some don't have much more than a simple point-and-shoot camera or just their photos are a photographic tool. ECC journalism does not have loaners for non-Union staff photographers. So my student must make the most of they have. More individual attention is necessary for J6 students. (03/02/2018)</p>
<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), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</p>	<p>Project - Sean Hiller and I planned SLO #3 assessment around the photo story (as with SLO #1 and SLO #3) because we could measure success through observation. The close-up or detail shot is an important part of the overall photo story, and so we could see if the students not only met the goal, but also if they grasped the concept of SLO #3. Knowing when and what objects to brings in close is indicative of understanding the process. Specifically, each student selected a photo story project, which is comprised of multiple photos that</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>100 percent success across the board. All 11 of my students succeeded, while Sean Hiller reported that his Leuzinger High students were equally successful: 20 out of 20 for class one, and 27 of 27 success in class 2. (03/02/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment: Gary Kohatsu</p>	<p>Action: Sean said that his students demonstrated success with the close-up and detail image of SLO #3 through a heavy use of the telephoto lens, which brings far-away objects in close. His high school students also cover sports events for the Leuzinger High yearbook, so they have both access to telephoto lenses and opportunities to practice SLO #3. My El Camino students do not have access to other equipment and are generally dependent on whatever gear they can afford.</p>

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Input Date: 12/09/2013 Inactive Date: Comments::	<p>tell a story. Among the required photos is the close up or detail shots. This type of photo focuses on small aspects that are brought in close to emphasize its meaning. Both Sean and I believe that the photo story offers a solid opportunity for students to capture the close-up photo.</p> <p>Standard and Target for Success: We chose the percentage means of measurement. SLO #3 was the close-up or detail photo, and Sean had a success rate of 100 percent — 47 students in two classes (20 and 27 students apiece), while I had 9 of 11 students meet success (82 percent). Overall, between the three classes, there was a 97 percent success rate. Sean said that his students also demonstrated success with the close-up and detail image through a heavy use of the telephoto lens, which brings far-away objects in close. His high school students also cover sports events for the Leuzinger High yearbook, so they have both access to telephoto lenses and opportunities to practice SLO #3. My El Camino students do not have access to other equipment and are generally dependent on whatever gear they can afford. Still, the success rate for my students was measured in cropping some images to highlight a detail within the photo. This is an option when a photographer has minimal equipment. Overall, Sean and I believe most of our students</p>		<p>Still, the success rate for my students was measured in cropping some images to highlight a detail within the photo. This is an option when a photographer has minimal equipment. Overall, Sean and I believe most of our students understand the concept of the tight shot and close-up image for its power in isolating a details within the image.</p> <p>Additional Information Sean and I both agree that his Leuzinger High students and my Journalism 6/Photo 106 students have some different challenges to be successful with SLO #3, as well as SLO #1. At Leuzinger, Sean's photojournalism students are seniors, who have elected his Academy option as underclassmen. Thus, Sean's photo students have taken a multimedia class with him as juniors. They have some preparation before the basic PJ class. They also had access to a wide variety of photo equipment for which to be successful. Many of Sean's students are on a path to shooting professionally (commercial work, events and weddings) before their senior year. And this also includes a lot of video work. My students generally have no long-term interest in photojournalism, but take photo 106 for the credits. Some are</p>

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	<p>understand the concept of the tight shot and close-up image for its power in isolating a details within the image.</p> <p>Additional Information: Sean and I both agree that his Leuzinger High students and my Journalism 6/Photo 106 students have some different challenges to be successful with SLO #3, as well as SLO #1. At Leuzinger, Sean's photojournalism students are seniors, who have elected his Academy option as underclassmen. Thus, Sean's photo students have taken a multimedia class with him as juniors. They have some preparation before the basic PJ class. They also had access to a wide variety of photo equipment for which to be successful.</p> <p>Many of Sean's students are on a path to shooting professionally (commercial work, events and weddings) before their senior year. And this also includes a lot of video work.</p> <p>My students generally have no long-term interest in photojournalism, but take photo 106 for the credits. Some are pursuing a photography certificate, but others see no photography in their professional plans. A high percentage of my El Camino J6 students also have basic photo equipment, and no access to better gear to complete classwork. So, Sean's classes and mine reflect students with different skill levels and goals. But the photo story seems to be the best way for "all" students to be successful with SLO #3, as well as SLOs #1 and #2.</p>		<p>pursuing a photography certificate, but others see no photography in their professional plans. A high percentage of my El Camino J6 students also have basic photo equipment, and no access to better gear to complete classwork.</p> <p>So, Sean's classes and mine reflect students with different skill levels and goals. But the photo story seems to be the best way for "all" students to be successful with SLO #3, as well as SLOs #1 and #2. (03/02/2018)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: To continue emphasizing the important of detail images through class discussion, slide presentations and working with student individually. Sean Hill will do likewise, but his students are getting a lot of experience by using Leuzinger's pool of camera gear, and shooting for the multimedia class and yearbook. In all cases, both Sean and I will give students as much individual attention as possible. (03/02/2018)</p>

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 #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), 2017-18 (Fall 2017), 2018-19 (Fall 2018), 2019-20 (Fall 2019), 2020-21 (Fall 2020)</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: 2017-18 (Fall 2017)</p> <p>Standard Met? : Standard Met</p> <p>Since 100 percent of the students successfully met SLO No. 2, no changes are necessary. The assessment tool for news judgment is working and students seem engaged.</p> <p>(03/15/2018)</p> <p>% of Success for this SLO: 100</p> <p>Faculty Assessment Leader: Stefanie Frith</p> <p>Faculty Contributing to Assessment:</p>	