

Assessment: Course Four Column

SPRING/SUMMER 2015



El Camino: Course SLOs (HUM) - Journalism

ECC: JOUR 1: News Writing and Reporting

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>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.</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)</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: 2014-15 (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.</p> <p>(09/24/2015)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p> <p>Reviewer's Comments:</p> <hr/> <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.</p> <p>(09/05/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>null.courseAction: 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> <p>Action Category: Program/College Support</p> <hr/> <p>null.courseAction: 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</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
			Support
<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), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</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: 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>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>Reviewer's Comments:</p> <hr/> <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>null.courseAction: 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)</p> <p>Action Category: Curriculum Changes</p> <hr/> <p>null.courseAction: 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), 2016-17 (Spring 2017), 2017-18 (Spring 2018)</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: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>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)</p> <p>Faculty Assessment Leader: Kate</p>	<p>null.courseAction: 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)</p>

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>Input Date: 12/09/2013</p>		<p>McLaughlin</p> <p>Faculty Contributing to Assessment: Stefanie Frith</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Not Met Of the 7 students evaluated, 57% met the criteria. (09/05/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>Action Category: Curriculum Changes</p> <hr/> <p>null.courseAction: 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 an a dedicated computer classroom are two ways the college could support student success in J1. (06/11/2015)</p> <p>Action Category: Program/College Support</p>

ECC: JOUR 11abcd:Newspaper Publication

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
<p>SLO #1 - Upon completion of the course, students will be able to accept a story assignment through Camayak (the organization's digital workflow tool) report the story through research and interviews, and write the story using the appropriate story structure (hard news, feature, sports, opinion, etc.).</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)</p> <p>Input Date: 12/09/2013</p>	<p>Laboratory Project/Report -</p> <p>Students produce an 8- to 10-page weekly newspaper during lab time. That paper is used to assess SLOs.</p> <p>Standard and Target for Success:</p> <p>70% acceptable</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Of the 11 students evaluated, 11 met the outcome (100%). (09/24/2015)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Not Met</p> <p>Out of the 11 students evaluated, 7 (64%) were acceptable, and 4 (36%) were unacceptable. (06/11/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p> <p>Kate McLaughlin</p>	<p>null.courseAction: Provide the two-full time instructors with an office that is separate from the newsroom front office to make conducting office hours, resolving disciplinary issues, and working one-on-one with students easier. (12/12/2014)</p> <p>Action Category: Program/College Support</p> <hr/> <p>null.courseAction: Provide the program with adequate resources so instructors are not spending so much of their time doing administrative/operational tasks, which take away from instruction. (12/12/2014)</p> <p>Action Category: Program/College Support</p> <hr/> <p>null.courseAction: Equip the newsroom (the journalism lab) with new computers. (12/12/2014)</p> <p>Action Category: Program/College Support</p> <hr/> <p>null.courseAction: Review the prerequisites for the class. (12/12/2014)</p>

Course SLO	Assessment Method Description	Assessment Data & Analysis	Actions
			Action Category: Curriculum Changes
<p>SLO #2 - Upon completion of the course, students will be able to report and write a 300- to 600- word journalistic story suitable for entry in scholastic journalism competition.</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)</p> <p>Input Date: 12/09/2013</p>	<p>Laboratory Project/Report - Students produce an 8- to 10-page weekly newspaper during lab time. That paper is used to assess SLOs.</p> <p>Standard and Target for Success: 70% acceptable</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met Of the 11 students evaluated, 9 met the outcome (82%). (09/24/2015)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met Out of the 11 students evaluated, 8 (73%) were acceptable, and 3 (27%) were unacceptable. (06/11/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment: Kate McLaughlin</p>	<p>null.courseAction: Maintain the changes in SLO #1 to allow instructors to devote more time to working with students, and not clerical/lab work. (12/12/2014)</p> <p>Action Category: Program/College Support</p>
<p>SLO #3 - Upon completion of the course, students will be able to write a 300- to 600-word opinion piece that includes a clear position and at least two specific points of support for that position.</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)</p> <p>Input Date: 12/09/2013</p>	<p>Laboratory Project/Report - Students produce an 8- to 10-page weekly newspaper during lab time. That paper is used to assess SLOs.</p> <p>Standard and Target for Success: 70% acceptable</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met Of the 11 students evaluated, 8 met the outcome (73%). (09/24/2015)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met Out of the 11 students evaluated, 9 (82%) were acceptable, and 2 (18%) were unacceptable. (06/11/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>null.courseAction: Maintain the changes in SLO #1 to allow instructors to devote more time to working with students, and not clerical/lab work. (12/12/2014)</p> <p>Action Category: Program/College Support</p>

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Faculty Contributing to Assessment:

Kate McLaughlin

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

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</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)</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: 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. (09/24/2015)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <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>null.courseAction: 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> <hr/> <p>null.courseAction: These results are extremely satisfactory, so we will maintain the current methods of instruction. (06/01/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>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.</p>	<p>Presentation/Skill Demonstration - Photoshop skills demonstration.</p> <p>Standard and Target for Success: 90 percent of students should score acceptable.</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 2, but degrees of effectiveness varied from student to student. For example, students did well in achieving an acceptable</p>	

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<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)</p> <p>Input Date: 12/09/2013</p>		<p>image for general purposes. (09/24/2015)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <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>null.courseAction: 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)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>null.courseAction: These results are extremely satisfactory, so we will maintain the current methods of instruction. (06/01/2015)</p> <p>Action Category: Teaching Strategies</p>
<p>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.</p> <p>Course SLO Status: Active</p>	<p>Presentation/Skill Demonstration - Photoshop skills demonstration.</p> <p>Standard and Target for Success: 90 percent of student should score acceptable.</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 3, but degrees of effectiveness varied from student to student. For example, three of the students seemed to undervalue</p>	<p>null.courseAction: SLO 3 warrants an exercise to control the amount of sharpening and what happens when we cross a line. (09/24/2015)</p> <p>Action Category: Teaching Strategies</p>

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Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2016-17 (Spring 2017) Input Date: 12/09/2013		<p>the sharpening tool in Photoshop. (09/24/2015)</p> <p>Faculty Assessment Leader: Gary Kohatsu</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <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>null.courseAction: 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

<i>Course SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<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), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</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: 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>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <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>null.courseAction: 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> <hr/> <p>null.courseAction: 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> <hr/> <p>null.courseAction: 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 #2 - Upon completion of the course, students will be able to write</p>	<p>Essay/Written Assignment - For their final project in J9, students are</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p>	<p>null.courseAction: We will</p>

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<p>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), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</p> <p>Input Date: 12/09/2013</p>	<p>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>Standard Met? : Standard Not Met 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>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met Of the 3 students evaluated, 100% met the criteria. (06/11/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>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> <hr/> <p>null.courseAction: 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> <hr/> <p>null.courseAction: 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 SLO</i>	<i>Assessment Method Description</i>	<i>Assessment Data & Analysis</i>	<i>Actions</i>
<p>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), 2015-16 (Spring 2016), 2016-17 (Spring 2017)</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: 2014-15 (Spring 2015)</p> <p>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)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p> <p>Faculty Contributing to Assessment:</p> <p>Reviewer's Comments:</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met Of the 3 students evaluated, 100% met the criteria. (06/11/2014)</p> <p>Faculty Assessment Leader: Kate McLaughlin</p>	<p>null.courseAction: 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> <hr/> <p>null.courseAction: 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> <hr/> <p>null.courseAction: 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>

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