Course Student Learning Outcome (CSLO) Assessment Form

Semester: Fall 2011   **Course:** Journalism 10: Writing for the Media   **Sections Assessed:** one, section 4813

Faculty Assessing the Course: Cindy McGrath

CSLO	Method of Assessment	Proficiency	Learning	Improvement
Identify at least 3 CSLOs from the COOR to assess.	Review the assessment section of the COOR, **identify and describe the assessment activity (exam, project, essay, etc)** that would best assess the students' proficiency of the CSLO. **Explicitly state which part of the assessment activity assesses that particular CSLO.**	**Develop and list the criteria** for proficiency for both **"High Proficiency"** (A level work) and **"Meets Proficiency"** (C level work) **that specifically relates to the assessment instrument for the CSLO being assessed.** You may want to review the COOR as a starting point.	Answer the following question for each CSLO assessed: **How many students were at each proficiency level?** **What did we learn from the assessment?**	Where appropriate identify strategies to try that may improve student learning. Answer the following question: **What do we plan next to improve student learning?**
CSLO 3: Evaluate and synthesize news and information, and present it clearly, accurately, thoroughly and objectively in basic news and feature stories that employ a variety of journalistic writing and presentation structures	**Assessment Activity:** A final portfolio of student work was used as the basis of this assessment. **Description:** Students maintained a writing portfolio and stringbook (clips of published work), then turned it in at the end of the semester with a completed self-evaluation form. The form used a 5-point scale to measure each of 10 applicable components in the General Reporting/Writing category, which were then averaged. I then completed the evaluation form indicating agreement or disagreement with the students' own scores. The assessment results here are a compilation of my scores.	**High Proficiency:** An average of between 3.6 and 5 on the 10 aggregated criteria evaluated on a 5-point scale and listed below. **Meets Proficiency:** An average of between 2.8 and 3.59 on the 10 aggregated criteria evaluated on a 5-point scale and listed below. Highly Proficient: Clear, concise writing Proficient: Writing somewhat clear but wordy H: Logically organized story structure P: Coherent organization, needs some revision H: Strong news judgment P: Average news judgment H: Strong story lead P: Average story lead H: Accurate information P: Fairly accurate information but some GFEs H: Comprehensive writing/sourcing P: Generally uses only two sources per story H: Strong quotes P: Generally good, occasionally irrelevant quotes H: Smooth transitions P: Makes transitions but sometimes they are weak/missing H: Excellent use of AP/journalistic style P: Inconsistent use of AP style H: Strong adherence to deadline P: Many stories turned in on time, some late	**# High Proficiency:** 16 **# Meets Proficiency**: 3 **# Below Proficiency:** 1	I am generally happy with the way the students who completed the course and turned in their portfolios assessed in general. The results for all 3 CSLO assessments compare well with overall semester grading: A = 10 students B = 8 students C = 1 student D = 2 students F = 5 students I = 2 students For the most part, the students who did not complete and turn in a final portfolio did not succeed in the course. There's the rub: assessment is telling me what I already know but it is NOT telling me why the students who do not succeed are not succeeding because they are not even completing work that I can assess. I did find, however, that the portfolio evaluation form itself, which has been extensively revised since assessment began several years ago, can still be tweaked a bit to make it easier for students (and me) to score. So that is what I will focus on in terms of improvement.

| CSLO 5: Use mechanical and publication writing styles that feature appropriate word choice and tone, clear and concise language, attention to consistency, and avoidance of common errors in syntax, spelling and punctuation | **Assessment Activity:** A final portfolio of student work was used as the basis of this assessment.

Description: Students maintained a writing portfolio and stringbook (clips of published work), then turned it in at the end of the semester with a completed self-evaluation form. The form used a 5-point scale to measure each of 10 applicable components in the General Reporting/Writing category, which were then averaged. I then completed the evaluation form indicating agreement or disagreement with the students' own scores. The assessment results here represent my score on one of those 10 categories reflecting use of journalistic style. | **High Proficiency:** A score of 4 or 5 on the single criteria listed below, evaluated on a 5-point scale.

Meets Proficiency: A score of a 3 on the single criteria listed below, evaluated on a 5-point scale.

H: Excellent use of AP/journalistic style
P: Inconsistent use of AP style | **# High Proficiency:** 14
 # Meets Proficiency: 6
 # Below Proficiency: 0 | Ditto above. And in particular to this CSLO: I use a mastery quiz approach, which is why I believe I have so many high proficiencies in journalistic style. Students take 6 style quizzes before they begin writing. They are difficult. But students are allowed to retake them as many times as they want to master the material. While I did not assess this criteria based on the quizzes themselves but could have (too much math), I believe the learning translated into their writing holistically. Despite the fact that it requires quite a lot of quiz re-grading, this is a strategy that I believe works, so I will continue it. |
| CSLO 9: Create a stringbook and maintain a basic portfolio of published work | **Assessment Activity:** A final portfolio of student work was used as the basis of this assessment.

Description: Students maintained a writing portfolio and stringbook (clips of published work), then turned it in at the end of the semester with a completed self-evaluation form. I then completed the evaluation form indicating agreement or disagreement with the students' own scores. The assessment results here are a compilation of my scores. The form used a 5-point scale to measure 8 different categories reflecting progress in the course and through the Journalism Program as a whole. | **High Proficiency:** An average of between 3.6 and 5 on the 8 aggregated categories and evaluated on an averaged 5-point scale and listed below.

Meets Proficiency: An average of between 2.8 and 3.59 on the 8 aggregated categories and evaluated on an averaged 5-point scale and listed below.

Please note that not all categories on the evaluation form are applicable to this course, as the portfolio evaluation form is used for all Journalism courses and is designed to measure both CSLOs and PSLOs. For course-level assessment, categories are totaled and divided by the number of categories applicable to a particular course, in this case, 5. | **# High Proficiency:** 9
 # Meets Proficiency: 10
 # Below Proficiency: 1 | See text under improvement in CSLO 3 above. |

	Categories with multiple measures were averaged. Then the categories were aggregated and averaged for the overall course and program scores.	H: Broad range of work P: Average range of work H: Portfolio professional looking P: Portfolio generally neat, organized H: News/feature stories balanced and objective P: Stories generally balanced, some opinion on occasion H: Opinion stories well supported P: Generally supported but some arguments weak H: Strong general reporting/writing (see details in CSLO 3 list above) P: Average reporting/writing H: Strong photos P: Photos solid but could use improvement in storytelling, composition, technical H: Strong informational graphics/illustrations P: Visuals solid but could use improvement in storytelling, design, accuracy H: Strong news page layout P: Pages solid but could use improvement in design, news judgment, headlines		

Planning meeting date and people who attended: Cindy McGrath, planned Aug. 9; I am the only one who teaches this course so I met with myself ;-) But I shared my assessment measurement document at a flex session Aug. 10, 2011; I also regularly meet with faculty through the Journalism Association of Community Colleges at statewide conferences where we shares teaching strategies and discuss curriculum and assessment. Most community college Journalism Programs are one- or two-person departments with only one person teaching many courses, so we act as a "statewide department" for common issues such as these.

Learning and Improvement meeting date and people who attended: Cindy McGrath, Jan. 17, 2012 in the Journalism Lab