

Course Student Learning Outcome (CSLO) Assessment Form

Semester: Spring 2013 Course: Journalism 16 A, B and C

Sections Assessed: Single section multiple classes

Faculty Assessing the Course: Curtis Corlew

CSLO	Method of Assessment	Proficiency	Learning	Improvement
<p><b>ALL CSLOs ARE NOW TO BE ASSESSED ONCE EACH CYCLE</b></p>	<p>Review the assessment section of the COOR, <b>identify and describe the assessment activity (exam, project, essay, etc)</b> that would best assess the students' proficiency of the CSLO. <b>Explicitly state which part of the assessment activity assesses that particular CSLO.</b></p>	<p><b>Develop and list the criteria</b> for proficiency for both <b>"High Proficiency"</b> (A level work) and <b>"Meets Proficiency"</b> (C level work) <b>that specifically relates to the assessment instrument for the CSLO being assessed.</b></p> <p>You may want to review the COOR as a starting point.</p>	<p>Answer the following question for each CSLO assessed:  <b>How many students were at each proficiency level?</b></p> <p><b>What did we learn from the assessment?</b></p>	<p>Where appropriate identify strategies to try that may improve student learning. Answer the following question:  <b>What do we plan next to improve student learning?</b></p>

<p>CSLO 1: Gather and assess news and information, and present it clearly in basic news photography, informational graphics, illustrations and video news reports. (PSLO 2)</p>	<p>Assessment Activity: Evaluation of news judgment of photographs and graphics.  Description: Portfolio/Stringbook Review</p>	<p>High Proficiency: <i>In photographs</i> Strong photographic composition Photos consistently capture moment/peak action Consistently provides pertinent caption information <i>In graphics</i> Consistently original concepts Clear in term of material it is designed to enhance Powerful, persuasive editorial point of view where appropriate</p> <p>Meets Proficiency: <i>In photographs</i> Average photographic composition Some photos miss moment/peak action Some caption information missing or not pertinent <i>In graphics</i> Some concepts original, others are familiar Not clearly tied to material it is designed to enhance Expected editorial point of view is sometimes weak</p> <p>Below Proficiency: <i>In photographs</i> No apparent composition, lack of interesting moment, incorrect or missing caption information <i>In graphics</i> Unclear concept, failure to relate to material , no point of view</p>	<p># High Proficiency__0__ # Meets Proficiency_2____ # Below Proficiency__1__</p>	<p>Though most students meet proficiency, we would like to see an improvement in the story telling aspects of assignments and have smaller percentage of "Voices."  We will experement with allowing only three voices assignmenst per student</p>
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<p>CSLO 2: Present visual news and information with accuracy, thoroughness, fairness and attention to media law. (PSLO 2)</p>	<p>Assessment Activity: Evaluation of cutlines accuracy in photographs and graphics.</p> <p>Description: Portfolio/Stringbook Review</p>	<p>High Proficiency: <i>In photographs</i> Cutline information is accurate and complete, following AP style.</p> <p>Meets Proficiency: <i>In photographs</i> Cutline information is accurate and complete, but departs from AP style.</p> <p>Below Proficiency: <i>In photographs</i> Information has errors and fails to follow AP style</p>	<p># High Proficiency__0__</p> <p># Meets Proficiency__2__</p> <p># Below Proficiency__1__</p>	<p><b>Improvement</b></p> <p>We will place greater emphasis on following AP style and include additional practice sessions.</p>
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<p>CSLO 3: Use appropriate news judgment in developing ideas for visual stories. (PSLO 2)</p>	<p>Assessment Activity: Evaluation of news judgement of photographs and graphics,  Description: Portfolio/Stringbook Review</p>	<p>High Proficiency: <i>In photographs</i> Photos consistently capture moment/peak action Photos are genuine moments with no posed photos. They tell a story suitable for a news publication <i>In graphics</i> Consistently original concepts Clear in term of material it is designed to enhance Powerful, persuasive editorial point of view where appropriate  Meets Proficiency: <i>In photographs</i> Photos sometimes capture moment/peak action Photos are genuine moments with no posed photos. They tell a story suitable for a news publication <i>In graphics</i> Some concepts original, others are familiar Not clearly tied to material it is designed to enhance Expected editorial point of view is sometimes weak  Below Proficiency: <i>In photographs</i> No apparent composition, lack of interesting moment. They aren't news photos. <i>In graphics</i> Unclear concept, failure to relate to material , no point of view</p>	<p># High Proficiency__1__ # Meets Proficiency_1____ # Below Proficiency__1__</p>	<p>Students, though they deal with assignments well, are not generating independent ideas. Next semester we will require students seeking an A to generate at least one story/photo idea that is published.</p>
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<p>CSLO 4: Work on deadline and under pressure. (PSLO 2)</p>	<p>Assessment Activity: Count of number of photographs and graphics published in paper compared to prints of non published photos</p> <p>Description: Portfolio/Stringbook Review</p>	<p>High Proficiency: <i>In photographs</i> All photos in stringbook have met deadline and been published</p> <p>Meets Proficiency: <i>In photographs</i> Most photos in stringbook have met deadline and been published</p> <p>Below Proficiency: Few photos in stringbook have met deadline and been published</p>	<p># High Proficiency__1__ # Meets Proficiency_1__ # Below Proficiency__1__</p>	<p>No improvement needed at this time.</p>
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<p>CSLO 5: Use computer and electronic equipment in the gathering and reporting of news and information. (PSLO 2)</p>	<p>Assessment Activity: Evaluation of attached cutlines, photographs in stringbook</p> <p>Description: Portfolio/stringbook Review</p>	<p>High Proficiency: <i>In photographs</i> Excellent photoshop work. All text work filed in the proper in box.</p> <p>Meets Proficiency: <i>In photographs</i> Average photoshop preparation of photos. All text work filed in the proper in box.</p> <p>Below Proficiency: <i>In photographs</i> <i>Unusable photoshop prep for images, lost text files.</i></p>	<p># High Proficiency__2__ # Meets Proficiency_0____ # Below Proficiency__1</p>	<p>Most students are at high proficiency. No improvement plan</p>
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<p>CSLO 6: Create a print and/or digital stringbook and maintain a basic portfolio of published work. (PSLO 3)</p>	<p>Assessment Activity: Evaluation of Portfolio/Stringbook . Description: Portfolio/Stringbook Review</p>	<p>High Proficiency: All work displayed in stringbook Work affixed with rubber cement/spray adhesive Clipped work neatly adhered to clean pages Clipped work intact and with straight edges</p> <p>Meets Proficiency: Some, but not much, work missing from stringbook Work affixed with tape, glue, staples, paper clips Some pages show clipped work crooked; pages show fingerprints Some pages Clipped work shows uneven cutting</p> <p>Below Proficiency: Incomplete portfolios with overall sloppy mounting and cutting of clips</p>	<p># High Proficiency__2__ # Meets Proficiency_____ # Below Proficiency__1__</p>	<p>In planning the assessment we noted the lack of class time made it difficult for students to absorb complex digital procedures without guided practice. As a result, we assessed student portfolios only on non-multimedia print work. So to correct the problem we are making curricular changes in the course outline of record by adding a lab hour to the class time. Instead of meeting one 50-minute hour a week, we will write the course to include 12 lecture hours and 18 lab hours for a class meeting that approximates one and a half clock hours.</p>
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Planning meeting date and people who attended: May 23, 2013, Cindy McGrath and Curtis Corlew

Learning and Improvement meeting date and people who attended: Oct. 30, 2013, Cindy McGrath and Curtis Corlew