Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

Program: **Journalism AA and AAT**   Semester: Fall 2017
Both are combined into one report; they share two of three PSLOs;
only one is different and they are broken out below as appropriate

Faculty/Staff Assessing the Program: Cindy McGrath

Part 1: Assessment Goals

The stringbook — a portfolio of published work — is the core of the Journalism Program in terms of both being a primary assessment tool in each course and a compilation of work completed over the duration of the program. Students collect and display their published work in 11 of 13 of the journalism courses offered. When they finish the journalism program they should leave with a portfolio of work samples suitable for application to work on the newspaper at a transfer institution or for interviews for internships and jobs. Question: How well do students do in both generating stringbook content and presenting it professionally to highlight their talents, skills and work habits?

Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
Enter all the PSLOs for your program below.	**Identify and describe the assessment activity** (capstone project, portfolio, interview, pre/post survey, analysis of success rates) used to assess student proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.	**List the criteria you used to determine proficiency levels for each of your PSLOs.** How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?	**Describe which student populations you assessed and how you chose those populations.** How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this PSLO?
PSLO 1-AAT: Be academically prepared to transfer to a journalism program at a four-year university.	**PORTFOLIO** *(courses in bold)* For the AAT degree: Students must complete four journalism courses: **JOURN 100:** Mass Communication, **JOURN 110:** Writing for the Media, **JOURN 130:** Media Production I, and either **JOURN 131:** Media Production II or JOURN 160: Photojournalism. They must also complete two three-unit electives that support the major. 18 units.	For this PSLO we used **indirect measures** of success and looked at the total number of students earning an AAT in Journalism.	We analyzed the number of graduates (18) and their grades at the beginning of the prerequisite sequence (Journalism 110) and the degree capstone (Journalism 131).
PSLO 1-AA: Be academically prepared to transfer to a journalism program at a four-year university **or** to obtain an entry-level job in journalism or a related field.	**PORTFOLIO** *(courses in bold)* For the AA degree: Students must complete seven journalism courses: JOURN 100: Mass Communication, **JOURN 110:** Writing for the Media, **JOURN 130:** Media Production I, **JOURN 131:** Media Production II, and three 1-unit courses from **JOURN 115-ABC**: Media Writing Practicum I-III or **JOURN 161-ABC:** Visual Storytelling Practicum I-III. They must also complete two 3-unit electives that support the major. 21 units.	For this PSLO we used **indirect measures** of success and looked at the total number of students earning an AA in Journalism.	We analyzed the number of graduates (10) and their grades at the beginning of the prerequisite sequence (Journalism 110) and the degree capstone (Journalism 131).

PSLO 2-AA & AAT: Demonstrate the knowledge, attitudes and skills necessary for careers in journalism and related fields.	**PORTFOLIO** *(courses in bold)* JOURN 100: Mass Communication, JOURN 110: Writing for the Media, **JOURN 130**: Media Production I, **JOURN 131**: Media Production II, and three one-unit courses drawn from **JOURN 115-ABC**: Media Writing Practicum I-III or **JOURN 161-ABC**: Visual Storytelling Practicum I-III.	1. Quality, quantity and diversity of content 2. Attention to deadline 3. Attention to precise presentation details *Most of these are assessed on a scale of 1-5, with 5 being the top score: 4 and 5 are above proficiency, 3 is proficient, 1 and 2 are not proficient.*	All journalism students turn in a required stringbook. Accompanying portfolio self-evaluation packets include information about which journalism lab courses the student has completed to allow for comparisons among subgroups. Focus: Students in Journalism 131 — capstone production course for all Journalism AA majors and most Journalism AAT majors.
PSLO 3-AA & AAT: Possess a portfolio of published work suitable for internships, job applications and interviews.	**PORTFOLIO** *(courses in bold)* JOURN 100: Mass Communication, **JOURN 110:** Writing for the Media, **JOURN 130:** Media Production I, **JOURN 131:** Media Production II, and three one-unit courses drawn from **JOURN 115-ABC**: Media Writing Practicum I-III or **JOURN 161-ABC**: Visual Storytelling Practicum I-III.	1. Quality, quantity and diversity of content 2. Attention to deadline 3. Attention to precise presentation details *Most of these are assessed on a scale of 1-5, with 5 being the top score: 4 and 5 are above proficiency, 3 is proficient, 1 and 2 are not proficient.*	All journalism students turn in a required stringbook. Accompanying portfolio self-evaluation packets include information about which journalism lab courses the student has completed to allow for comparisons among subgroups. Focus: Students in Journalism 131 — capstone production course for all Journalism AA majors and most Journalism AAT majors.

Part 3: Assessment Findings

The assessment results below are organized by specific Program Level Student Learning Outcome for each degree: the AAT in Journalism and the AA in Journalism. The two degrees each have a different PSLO 1 and results are separated into two groupings in Section I. The two degrees share two PSLOs in common, numbers 2 and 3. In addition, the two PSLOs are both measured through the student stringbook (a portfolio), so the results for both PSLOs and both degrees were jointly assessed and the results have been combined into one narrative in Section II. Because Journalism 131 is a capstone course for all Journalism AA majors and most Journalism AAT majors, some of the data used below were pulled from the 2015-16 CSLO Assessment Report of Journalism 130-132. Other data were generated for this new PSLO report.

Section I — PSLO 1

Indirect assessment: We added an AAT in Journalism that has more than doubled the number of degrees awarded each year. Historically, LMC had awarded one or two Journalism AA degrees a year. The 2012-17 data is consistent with that number — 10 AAs were awarded during that time frame for an average of two per year. But during the same five-year period, 18 AATs were awarded, making the total 28 Journalism degrees conferred.

> **PSLO 1-AAT:** *Be academically prepared to transfer to a journalism program at a four-year university.*
>
> During the five-year period 2012-17, 18 students were academically prepared to transfer to a journalism program at a four-year university and received AAT degrees in Journalism.

PSLO 1-AA: *Be academically prepared to transfer to a journalism program at a four-year university or to obtain an entry-level job in journalism or a related field.*

During the five-year period 2012-17, 10 students were academically prepared to transfer to a journalism program at a four-year university or to obtain an entry-level job in journalism or a related field, and received AA degrees in Journalism.

We also decided to look at how these 27 degree recipients (one received both an AA and AAT) fared through the program academically by comparing final course grades from the sequence entry, Journalism 110 (previously numbered 10), to the sequence capstone, Journalism 131 (previously numbered 30):

> Grade distribution in JOURN 10/110 of continuing students from 10/110 to 30/131
> 22 / 27 = A   4 / 27 = B   1 / 27 = C

> Grade distribution in JOURN 30/131 of continuing students from 10/110 to 30/131
> 24 / 27 = A   2 / 27 = B   1 / 27 = C

Analysis: In digging into the data of 27 successful students, we found that while most students who received an A in Journalism 10/110 also received an A in 30/130, there were six total grade changes. In addition in the AAT sequence, students can opt to take Journalism 160: Photojournalism instead of Journalism 131: Media Production II. Because J130 is a prerequisite for J131, some students can fast track their major requirements by taking both J130 and J160 in the same semester when 160 is offered (once a year). For those students who opted to take J160 we compared their Journalism 110 grade to Journalism 130 rather than 131. Here is a look at the grade changes through the lens of which option was selected:

> 1 student moved from B to A in 131
> 1 student moved from A to B in 130 (Photojournalism instead of 131)
> 1 student moved from A to C in 130 (Photojournalism instead of 131)
> 1 student moved from C to A in 131
> 2 students moved from B to A in 131

We noted that within the six grade changes recorded, students taking Journalism 131: Media Production II improved their grade, while those who opted to take Photojournalism instead moved down as measured in Journalism 130: Publication Production I rather than II. It could be that students who did not do as well in Media Production I self-selected out and opted for the Photojournalism path — of the other students, all who received an A in J131 also received an A in J130. Or it could be that they decided to fast track and may have carried a fuller load than other students. We did not look at whether they took J160 at the same time as J130. It could also just be random.

Direct assessment: Beyond knowing that 27 students are academically prepared for their next steps after LMC, either in transfer or employment, we wanted to know whether the students themselves felt they were adequately prepared for the next level. To do this we decided on a survey instrument. But we came upon the idea too late (after hearing about another program's PSLO instrument) to gather meaningful results for this assessment report. We pressed on and made a district research request and received contact information for the 27-degree recipients. We have a preliminary survey draft we plan on administering in Year 1 of Cycle 2, and then regularly to new degree recipients so we will have multiple sets of data to look at for the next PSLO report. In this regard, PSLO assessment will be ongoing.

Section II — PSLO 2 and 3, same for both degrees

>**PSLO 2-AAT/AA:** *Demonstrate the knowledge, attitudes and skills necessary for careers in journalism and related fields.*

>**PSLO 3-AAT/AA:** *Possess a portfolio of published work suitable for internship/job applications and interviews.*

Assessment tool: Portfolio. All journalism students turn in a required stringbook at the end of the semester. Our assessment research looked at these two program-level student learning outcomes for both the AA in Journalism and the AAT in Journalism through the lens of the stringbook — a portfolio of published work. We analyzed the stringbooks of students completing Journalism 131: Media Production II on the quality, quantity and diversity of portfolio content, as well as on attention to deadline and to precise presentation details. Students and instructors completed Portfolio Evaluation/Self-Evaluation forms, and instructors rated each portfolio on a scale of 1 to 5, with 5 being the top score and representing a strong, diverse portfolio. The most diverse portfolios contained work in four of six major journalistic areas: objective reporting, opinion writing, photojournalism, informational and illustrative graphics, multimedia elements, and news presentation. The highest quality portfolios exhibited strong reporting and writing with solid news judgment and attention to news style. Quantity was measured on the basis of aggregation of course requirements.

1. Quality, quantity and didversity of demonstrated portfolio content

*131-CSLO-2   Demonstrate news judgment in developing and
               assigning relevant story ideas for media publication.*

FA15-131-04	Highly proficient: 1	Proficient: 1	Not proficient: 2
SP16 -131-05	Highly proficient: 4	Proficient: 1	Not proficient: 0
TOTAL-131-09	Highly proficient: 5	Proficient: 2	Not proficient: 2

*131-CSLO-3   Demonstrate breadth in intermediate reporting skills using
               written, visual, audio, video and/or other multimedia formats.*

FA15-131-04	Highly proficient: 1	Proficient: 3	Not proficient: 0
SP16 -131-05	Highly proficient: 1	Proficient: 4	Not proficient: 0
TOTAL-131-09	Highly proficient: 2	Proficient: 7	Not proficient: 0

*131-CSLO-4   Demonstrate intermediate copyediting skills, prepping news
               and information for publication with attention to accuracy,
               clarity, thoroughness fairness, AP style and media law/ethics*

FA15-131-04	Highly proficient: 2	Proficient: 2	Not proficient: 0
SP16 -131-05	Highly proficient: 4	Proficient: 1	Not proficient: 0
TOTAL-131-09	Highly proficient: 6	Proficient: 3	Not proficient: 0

*131-CSLO-5   Demonstrate principles of intermediate media design for print
               and/or online products.*

FA15-131-04	Highly proficient: 2	Proficient: 1	Not proficient: 1
SP16 -131-05	Highly proficient: 3	Proficient: 2	Not proficient: 0
TOTAL-131-09	Highly proficient: 5	Proficient: 3	Not proficient: 1

131-CSLO-6   *Update existing media portfolio to demonstrate an intermediate knowledge of reporting skills and newsroom practices.*

FA15-131-04	Highly proficient: 2	Proficient: 2	Not proficient: 0
SP16 -131-05	Highly proficient: 5	Proficient: 0	Not proficient: 0
TOTAL-131-09	Highly proficient: 7	Proficient: 2	Not proficient: 0

AVERAGE-131-09   Highly proficient: 5.0   Proficient: 3.4   Not proficient: 0.6

Analysis: We harvested results about the degree capstone course (Journalism 131) from the CSLO Assessment report of the Media Production sequence and averaged individual categories to determine overall success in demonstrating proficiency in knowledge, attitudes and skills as measured by the quality, quantity and diversity of the content of their portfolios. Results show that students enrolled in Journalism 131 are either highly proficient (5/9) or proficient (3.4/9). Of course there are no partial students — some are highly proficient or proficient on some measures, while not proficient on others _ — but the average of not proficient is just 0.6 of 9 students assessed.

In analyzing the individual measures, the weakest CSLO involves teaching students how to develop relevant story ideas for media production. This is one of the toughest things for students to master because it not only requires critical thinking, but creative thinking as well. In addition to creativity, developing a "nose for news" also requires a time commitment outside the Journalism Lab to snoop around campus and find out what is going on. Our students are generally polite, so it is challenging to prompt those who are not naturally nosy to embrace the characteristic of nosiness ;-) Because the ability to generate story ideas is essential in becoming a strong journalist, we'd like to find a way to improve the results. We experimented with a new approach in assigning students homework to do open research in the online newspaper and the online news archive, and generate story ideas. That met with limited success. We are going to tweak that assignment by adding a beefier in-class instructional component and using a guided rather than an open approach to the research. In addition, we used to assign beats to writers but have not done that in a while because it did not work well with a small staff. We are going to research new ways to formally re-integrate beats to section editors.

2. Attention to deadline

131-CSLO-1   *Demonstrate under deadline pressure intermediate knowledge of media production processes and entry-level newsroom leadership skills.*

FA15-131-04	Highly proficient: 3	Proficient: 1	Not proficient: 0
SP16 -131-05	Highly proficient: 4	Proficient: 1	Not proficient: 0
TOTAL-131-09	Highly proficient: 7	Proficient: 2	Not proficient: 0

Analysis: Although it can vary from semester to semester based on the work habits of the particular students enrolled, all nine students in Journalism 131 during the 2015-16 academic year were either highly proficient or proficient in meeting deadline consistently throughout the semester. This particular student learning outcome is directly connected to leadership in that people often take their cues from their leaders. The newspaper leaders are other advanced students, and the co-editors in chief in 2015-16 were particularly good at leading by example and getting their own work in on time which set the standard for the rest of the staff. The best way for adviser/instructors to teach to this particular SLO is by focusing on mentoring the student leaders running the student newspaper as part of the media production class.

3. Attention to precise presentation details

New data: Precision of portfolio presentation

FA15-131-04	Highly proficient: 2	Proficient: 1	Not proficient: 1
SP16 -131-05	Highly proficient: 1	Proficient: 3	Not proficient: 1
FA17-131-05	Highly proficient: 2	Proficient: 1	Not proficient: 2
TOTAL-131-14	Highly proficient: 5	Proficient: 5	Not proficient: 4

Analysis: Many students, including those who are academically stellar, struggle with some fine motor skills that children usually master in kindergarten and first grade. One of the major assessment tools for journalism is creating a stringbook — a portfolio of published work that is commonly used when applying and interviewing for a job. Presentation is critical in giving the portfolio a professional look, and more students than you might expect fall down on this standard. We are not sure why, but many who are exacting in their reporting and writing fall down when it comes to using precision in cutting and pasting their own news clippings into a work portfolio. It is an interesting phenomenon that we need to research further for scholarly purposes. But in terms of finding solutions right now, a couple possibilities come to mind: Although we have used models of stringbooks students should strive to emulate, we can reinforce that although they have to collect the content for their own stringbook, they don't have to physically create it themselves, but can farm it out to a professional or ask someone with precise cutting, pasting and organizational skills to put it together for them. Or we can offer them the option of creating an electronic portfolio instead of a physical stringbook. We are considering both of these options for the future.

Part 4: Next Steps

Although next steps are discussed in the analysis sections of this report, here is a brief look at what we will focus on over the next few years:

1. We will distribute a survey to degree recipients to learn whether the graduating students themselves felt they were adequately prepared for the next level — either transfer or employment.

2. To better support students in learning how to develop relevant story ideas for media production, we are going to beef up the Generating Story Ideas instructional unit in Journalism 110 and and consider reintegrating news beats in Journalism 115ABC.

3. To better support students in creating more professional looking portfolios, we are going to give them additional strategies for preparing physical stringbooks, as well as the option of using online portfolios.

Part 5: Report Summary

What we looked at: Our assessment research looked at student learning outcomes for both the AA in Journalism and the AAT in Journalism through the lens of the stringbook — a portfolio of published work — as well as by analyzing the growing number of degrees awarded. We analyzed the portfolios of students enrolled in a capstone media production class based on the quality, quantity and diversity of content, as well as on attention to deadline and to precise presentation details. Students and instructors completed Portfolio Evaluation/Self-Evaluation forms, and instructors rated each portfolio on a scale of 1 to 5, with 5 being the top score and representing a strong, diverse portfolio. The most diverse portfolios contained work in four of six major journalistic areas: objective reporting, opinion writing, photojournalism, informational and illustrative graphics, multimedia elements, and news presentation. The highest quality portfolios exhibited strong reporting and writing with solid news judgment and attention to news style. Quantity was measured on the basis of aggregation of course requirements.

What we found: We learned that the addition of a second journalism degree, an Associate of Arts in Transfer, has more than doubled the number of journalism degrees awarded each year. We also learned that while all students earning degrees are either highly proficient or proficient in the program-level student learning outcomes, if we dig a bit deeper we find two areas in which students need a bit more instructional support: developing relevant story ideas for media production, and creating more professional looking work portfolios.

What we are planning to work on: To address what we found in our program student learning outcomes assessment, we have devised three strategies:

1. We plan to distribute a survey to degree recipients to learn whether the graduating students themselves feel they were adequately prepared for the next level — either transfer or employment.

2. We plan to bolster instruction around developing relevant story ideas to meet the needs and interests of audiences.

3. We plan to offer students additional strategies for preparing professional looking physical and online work portfolios.

Recommendations for students: Potential journalism majors should devise an education plan that incorporates journalism courses early in their educational career at LMC so they can take multiple publication courses during their time here and build a strong portfolio of work to show off their diverse journalistic skills.

PUBLICATION PORTFOLIO SELF-EVALUATION

NAME: _____   **SEMESTER/YEAR**: _____

CONTACT INFO: _____   **MAJOR:** _____

_____   **CLASSES TAKEN:** *Indicate number of times each has been taken including current semester*

_____ JOURN 110/10: Writing for Media   _____ JOURN 130-132 (old 20/30): Prod. Pract.

_____ JOURN 115ABC: Media Writing Pract.   _____ JOURN 129: Overview

_____ JOURN 161ABC: Visual Practicum   _____ JOURN 160 (ART 75): Photojournalism

_____   **BODY OF WORK** *(current = this semester; total = all semesters combined)*

_____ /_____ # objective stories: _____ /_____ # photos
CURRENT   TOTAL   *news / features / sports stories*   CURRENT   TOTAL   *Print Voices = 1 photo*

_____ /_____ # opinion articles: _____ /_____ # multimedia
CURRENT   TOTAL   *columns / editorials / reviews*   CURRENT   TOTAL

_____ /_____ # page designs (PDF printouts)   _____ /_____ # graphics
CURRENT   TOTAL   CURRENT   TOTAL

Broad range of work   Work narrowly focused

5   4   3   2   1

Place number circled on line to left of "Body of Work"

_____   **PUBLICATION PORTFOLIO PRESENTATION**

Professional looking / neat & organized   Sloppy & disorganized

5   4   3   2   1

Place number circled on line to left of "Publication Portfolio Presentation"

_____   **DEADLINE PERFORMANCE**

Strong adherence to deadline   Most assignments late

5   4   3   2   1

Place number circled on line to left of "Deadline Performance"

— Updated December 2013

_____   **GENERAL REPORTING / WRITING** *(total and divide by 10)*

Clear, concise writing   Unclear / wordy

       5   4   3   2   1

Logically organized story structure   Disorganized structure

       5   4   3   2   1

Strong news judgment   Weak news judgment

       5   4   3   2   1

Strong story lead   Weak story lead

       5   4   3   2   1

Accurate information   Too many inaccuracies

       5   4   3   2   1

Comprehensive reporting / sourcing   Weak reporting / sourcing

       5   4   3   2   1

Strong quotes   Weak, irrelevant quotes

       5   4   3   2   1

Smooth transitions   Jarring transitions

       5   4   3   2   1

Excellent use of AP / journalistic style   Weak use of style

       5   4   3   2   1

Balanced and objective   Opinion creeps into stories

       5   4   3   2   1

Total all numbers circled, divide by 10 and place result on line to left of "General Reporting/Writing"; write NA if not applicable

_____ OPINION IN COLUMNS / EDITORIALS / REVIEWS *(total and divide by 2)*

Opinion well supported with research   Weak arguments

      5   4   3   2   1

Topic important / interesting / relevant   Weak topic selection

      5   4   3   2   1

Total all numbers circled, divide by 2 and place result on line to left of "Opinion in ..."; write NA if not applicable

_____ PHOTOS *(total and divide by 3)*

Strong technicals   Weak technicals

      5   4   3   2   1

Strong composition   Weak composition

      5   4   3   2   1

Tells the story   Hard to read

      5   4   3   2   1

Strong captions / AP style   Weak captions / style

      5   4   3   2   1

Total all numbers circled, divide by 4 and place result on line to left of "Photos"; write NA if not applicable

_____ INFORMATIONAL GRAPHICS / ILLUSTRATIONS *(total and divide by 4)*

Strong design   Weak design

      5   4   3   2   1

Accurate information   Inaccurate

      5   4   3   2   1

Tells the story   Hard to read

      5   4   3   2   1

Appropriate sourcing / AP style   Weak sourcing / style

      5   4   3   2   1

Total all numbers circled, divide by 4 and place result on line to left of "Informational Graphics"; write NA if not applicable

_____ **NEWS PAGE EDITING AND DESIGN** *(total and divide by 5)*

Strong editorial planning   Weak planning

     5   4   3   2   1

Strong editing / AP style   Weak editing / style

     5   4   3   2   1

Strong design   Weak design

     5   4   3   2   1

Strong news judgment   Weak news judgment

     5   4   3   2   1

Strong headlines   Weak headlines

     5   4   3   2   1

Total all numbers circled, divide by 5 and place result on line to left of "News Page Design"; write NA if not applicable

_____ **MULTIMEDIA REPORTING** *(total and divide by number of applicable criteria)*

Strong news judgment   Weak news judgment

     5   4   3   2   1

Tells the story   Hard to understand

     5   4   3   2   1

Strong still photography   Weak stills

     5   4   3   2   1

Strong audio to accompany photos   Weak audio

     5   4   3   2   1

Strong video   Weak video

     5   4   3   2   1

Strong captions/text   Weak camptions/text

     5   4   3   2   1

Total all numbers circled, divide by number of applicable criteriaand place result on line to left of "Multimedia Reporting"; write NA if not applicable

WRITTEN COMMENTS:

Write a brief self-reflection, analyzing your progress this semester based on both your portfolio and on student learning outcomes (see accompanying list) from the journalism classes you are enrolled in.

_____

PUBLICATION PORTFOLIO INSTRUCTOR EVALUATION

OVERALL JOURNALISTIC PERFORMANCE: *As evidenced in the portfolio*

_____   **TOTAL OF CATEGORY AVERAGES**
(numbers on lines to left of categories)

_____   **TOTAL NUMBER OF APPLICABLE CATEGORIES SCORED**
(do not include the NA categories)

_____   **DIVIDE CATEGORY AVERAGES BY NUMBER OF APPLICABLE CATEGORIES**

Strong journalistic performance   Weak journalistic performance

        5   4   3   2   1

PROGRAM-LEVEL PROGRESS FOR JOURNALISM MAJORS

_____   **Divide category averages total by 9 for progression through Journalism Program**

Portfolio shows breadth/depth   Novice level portfolio

        5   4   3   2   1

INSTRUCTOR COMMENTS:

_____
Instructor signature   *date*