

# Course or Program Assessment Summary [http://academic.cuesta.edu/sloa/docs/Course\\_and\\_Program\\_Assessment\\_Summary\\_F\\_2011.docx](http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx)

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

Division: Lang/Com

Program: JOUR

Date: Oct. 15, 2013

v. 2 2012

Courses in program, or course: \_\_\_\_\_ 201A, 201B, 202 A/B/C \_\_\_\_\_

Faculty involved with the assessment and analysis: \_\_\_\_\_ Kim Bisheff \_\_\_\_\_

Course to program outcome mapping document\*\* is completed Yes \_\_\_\_\_ No \_\_\_\_\_

1	<p>Student Learning Outcome Statements</p> <p><input checked="" type="checkbox"/> Program</p> <p><input type="checkbox"/> Course</p>	<p>A. 1. Practice competency in professional writing standards on matters such as truth, accuracy, fairness, objectivity, and meeting deadlines.</p> <p>B. 2. Demonstrate clear and accurate writing using established conventions in grammar, style, organization and communication formats.</p> <p>C. 3. Identify and practice the roles and principles of a free press in a participatory democracy.</p> <p>D. 4. Employ critical evaluation skills for accuracy, fairness, clarity, appropriate style and grammatical correctness.</p> <p>E. 5. Exercise news judgment in topic/story selection, information gathering, content development, writing and editing media copy for target audiences through the appropriate medium.</p> <p>F. 6. Demonstrate understanding of ethical principles in pursuit of truth, accuracy and fairness.</p>
2	<p>Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)</p>	<p>1. Assessment:Portfolio examination from classes 202a, 202b, and 202c</p> <p>2. Assessment:Portfolio assessment using classes 202a,202b,202c</p> <p>3. Assessment:Consolidated course outcomes using course-to-program SLOA matrix</p> <p>4. Assessment:Consolidated course outcomes using course-to-program SLOA matrix</p> <p>5. Assessment:Portfolio evaluation in classes 202a, 202b, 202c</p> <p>6. Assessment:Consolidated course outcomes using course-to-program SLOA matrix</p>
3	<p>Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)</p>	<p>On Oct. 15, 2013, the program SLOs were assessed by a panel consisting of journalism instructors Lisa Miller and Nick Wilson and advertising manager and former Cuestonian editor Aleksandr Hewitt. A survey was sent out to address SLOs 1, 2 and 5. Panelists were asked to rate student performance using a Likert-type scale of 1-5 on the criteria of A. Competency in professional writing standards. They were then given a selection of student work and asked to rate each story on the criteria of A. Grammar and Style; B. Story Selection; C. Information Gathering (Reporting); D. Content Development (Story Structure); E Targeting for Audience via the Appropriate Medium. The scale was 1. Strongly agree portfolio demonstrated understanding of professional standards. 2. Agree the portfolio demonstrated understanding of professional standards. 3. Neutral as to whether portfolio demonstrated understanding of professional standards 4. Disagree., 5 Strongly disagree.</p>
4	<p>Assessment Results Summary (summarize Data)</p>	<p>N=18</p> <p>Results (averages):</p> <p>Q1. Professional writing standards: 1.33</p> <p>Q2. News value, story selection: 1.00</p>

		<p>Q3. Information gathering: 1.67</p> <p>Q4. Grammar and AP style: 1.00</p> <p>Q5. Content development: 1.67</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	Panelists agreed that the program SLOs, in general, are being achieved. More attention could be given to Information Gathering and Content Development. There was strong agreement that our goals are being met in the areas of News Value/Story Selection and Grammar and AP Style.
6	Recommended Changes & Plans for Implementation of Improvements	Beginning next semester, more emphasis will be placed on training Cuestonian reporters in news gathering and story structure. A new textbook will be adopted that places emphasis on these skills.
7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	Discussed with instructors Lisa Miller and Nick Wilson.

**\*\*Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>**