

Assessment Report - Comprehensive Review

Program Assessment

Department:	Communication
Program:	Journalism
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Date Submitted:	9/25/2017

A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

- 1 demonstrate the ability - through learned skills, critical thinking and organization - to perform the function of reporter, photographer or editor on a print and online publication.
- 2 demonstrate how to conduct the process of reporting.
- 3 demonstrate how to conduct the process of photojournalism and multimedia.
- 4 discuss various forms of media and how they relate to society through historical and current knowledge of mass communication.
- 5 demonstrate an understanding of journalism ethics and standards.

B. How did your outcomes assessment results during the past three years inform your program planning? Use the bullet points below to organize your response.

Instructors in the program now stress deadlines and goal setting across courses

C. Describe how the program monitors and evaluates its effectiveness.

Each course in the program has been taught by only 1 instructor. Each instructor is tasked with carrying out SLO assessment annually and having discussions about their assessments with the other instructors in the program.

D. Describe how the program engages all unit members in the self-evaluation dialog and process.

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E. Provide recent data on the measurement of the PLOs/AUOs, as well as a brief summary of findings.

No recent data on measurement of PLOs. We have only evaluated SLOs.

F. How do you engage in collegial dialog about student learning outcomes?

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Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the world.

G. What have the program's PLOs/AUOs revealed or confirmed in the past three years?

In order for students to meet the SLOs, instructors must stress deadlines and goal setting across courses.

H. If applicable, list other information, data feedback or metrics to assess the program's effectiveness (e.g., surveys, job placement, transfer rates, output measurements).**I. a. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions I and J for one response (SLO/PLO/ILO). b. How do the program learning outcomes align with Institutional Learning Outcomes?**

The alignment is not optimal. As a result, we will likely revise the PLOs to better align with the ILOs within the next few years.

J. Include the activities your program is planning to close the achievement gaps during the next three years and the impact you expect from them.

No achievement gap has been found in Journalism courses. Across the board, student success in Journalism courses is 1-2 percentage points lower than the college as a whole. This is likely due to the high volume of writing required in many of the Journalism courses.