## COURSE ASSESSMENT REPORT

I.	I. Background Information						
1	1. Course assessed:						
	Course Discipline Code and Number: JRN 216						
	Course Title: News Writing and Reporting						
	Division/Department Codes: HSS/ENG						
2.	Semester assessment was conducted (check one):    Fall 20   X Winter 2010   Spring/Summer 20						
	opring/summer zo						
3.	X Portfolio  Standardized test						
	☐ Other external certification/licensure exam (specify): ☐ Survey						
	Prompt						
	☐ Departmental exam						
	Capstone experience (specify):						
	Other (specify):						
4.	Have these tools been used before?  Yes  X No						
	If yes, have the tools been altered since its last administration? If so, briefly describe changes made.						
5.	Indicate the number of students assessed/total number of students enrolled in the course.						
	Eleven						
6.	Describe how students were selected for the assessment.						
	All students who completed the course (i.e. received a grade other than "W").						
II.	Results						
<ol> <li>Results</li> <li>Briefly describe the changes that were implemented in the course as a result of the previous assess.</li> </ol>							
	No previous assessment has been done; however, prerequisites were added to take effect F10, based on anecdotal evidence and agreement among instructors that this was needed.						

- 2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.
  - i. Identify, evaluate and prioritize appropriate topics for news articles.
  - ii. Identify, locate and employ multiple sources of information in writing news articles on appropriate topics.
  - iii. Write news articles observing basic conventions of journalistic tone and style with a minimal amount of sentence-level errors.
  - iv. Evaluate the legal and ethical viability of their own writing and of news stories in other media outlets.

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3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected.* 

See attached.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.* 

Assessment plan indicates average score of "2" or better as successful; does not specify what percentage of students should achieve this.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Strengths: Legalities and ethics rated highest, but these outcomes are easier to achieve than others; most impressive to me were the results pertaining to news topics and writing style/content (outcomes one and three).

Weaknesses: Sentence-level errors rated lowest. Although more emphasis on copy-editing, grammar, and punctuation is never a bad thing I also believe the language of this outcome should be revised to reflect what types of sentence-level errors we'd like students to avoid. If we simply take the language to mean all sentence-level errors, the outcome may be, in retrospect, overly ambitious.

## III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

The approval process for stricter pre-reqs has already begun; apart from this, revising the language of outcome three with respect to sentence-level errors—and then adjusting course content to focus on eliminating the specific types of errors identified in the revised outcome language—will be our next steps.

I think also that it might be realistic to specify a percentage of students who will achieve the desired outcome score of 2 or better (although I also think that with tighter pre-reqs a high percentage of students will do very well with respect to the outcomes).

2.	Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.  a. x Outcomes/Assessments on the Master Syllabus  Change/rationale: Many accomplished journalists are capable of making three sentence-level errors, broadly defined, in their work. We need to specify exactly what type of sentence-level errors we want students to avoid, then teach to those specifics.
	b. Objectives/Evaluation on the Master Syllabus Change/rationale:
	c. Course pre-requisites on the Master Syllabus Change/rationale:
	d.

e. Course assignments Change/rationale:

	f. Course materials (check Textbook Handouts Other:	c all that apply)				
	g.   Instructional methods Change/rationale:					
	h. x Individual lessons & act Change/rationale: See abo					
3. ·	What is the timeline for impleme We will begin the process this					
1.	Future plans Describe the extent to which the a learning outcomes for this course The tools were successful, the I may also try some range-find of the assessment committee.	ough the standard of succ	ess of all students may	have been high. Next time		
	If the assessment tools were not effective, describe the changes that will be made for future assessments.  I will specify the standard of success at 80 percent of all students enrolled at the time of assessment to score 2 or better.					
3.	Which outcomes from the master All X_ Selected _		sed in this report?			
	If "All", provide the report date f	or the next full review: Wi	inter 2013			
	If "Selected", provide the report	date for remaining outcome	%s:			
Sub	mitted by:	Paul	I that	_ 9 אולעול		
Prin	t: <u>David Waskin</u> Faculty/Preparer	Signature KWW	, var	_ Date: 1/11/0		
Prin	t: Carrie Krantz	Signature		_ Date: 9/15/10		
Prin		Signature				
	Dean/Administrator					

logged 9/27/10 41 Approved by the Assessment Committee 11//08

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