

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Journalism	220	JRN 220 05/16/2018- Introduction to Digital Journalism
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	David Waskin
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Format and maintain web pages with information and news-related content that incorporates web-appropriate text, digital video, and interactive components. (In this context, web pages refers to a pre-existing site or shell designed to hold such content, such as a blog hosting platform.)

- Assessment Plan
 - Assessment Tool: Final web pages project measured by JRN 220 assessment rubric
 - Assessment Date: Spring/Summer 2017
 - Course section(s)/other population: All students enrolled in JRN 220
 - Number students to be assessed: All students enrolled in JRN 220 (about 20)
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 80% of students will score 2 out of 2 on the project/outcome aspect(s) being assessed.
 - Who will score and analyze the data: Faculty and/or staff with journalism training or experience

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
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3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Eight students were enrolled at the time of the assessment. Seven completed enough work to provide data for the assessment (per what was provided by the course instructor).

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

Data was collected from all students who completed work (a small number due to low enrollment).

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students create content on a blog-hosting platform in this class. The rubric, which has been revised and expanded to provide more detailed data since a previous assessment four years ago, was then applied to measure the work of each student. A student typically completed four or five significant pieces of work on their site (e.g. news stories, opinion pieces, analysis or reaction).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

The rubric breaks down performance on this particular outcome into several individual components (i.e. text, video, images, and interaction) to provide more detailed results. It follows a more common standard of success than the previous rubric, insofar as setting seventy percent meeting or exceeding expectations. By this measure, the standard of success was met in all ways except for the particular use of digital video, for which 57% met or exceeded expectations.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students performed best in the area of written text for their web pages. This is encouraging, given that writing is the most difficult skill related to this outcome and the one most slowly acquired.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The use of digital video was the weakest performance point for this outcome. Not as many students attempted to include video in their reporting as I would have like and as dictated by the standard of success. I plan to address this concern with the course instructor.

Outcome 2: Use social media to disseminate news and information and drive traffic to web pages.

- Assessment Plan
 - Assessment Tool: Final web pages project measured by JRN 220 assessment rubric
 - Assessment Date: Spring/Summer 2017
 - Course section(s)/other population: All students enrolled in JRN 220 at time of assessment
 - Number students to be assessed: All students enrolled in JRN 220 at time of assessment
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 80% of students will score 2 out of 2 on project outcome aspect(s) being assessed.
 - Who will score and analyze the data: Faculty and/or staff with journalism experience will score the projects.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2018	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
9	7

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Eight students were enrolled at the time of the assessment. Seven completed enough work to provide data for the assessment (per what was provided by the course instructor).

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

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6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: No

The work produced (i.e. the student web pages) did not provide a way for me to observe whether social media was used to drive traffic or disseminate information. In the past, tweets have been linked to the student web pages. In this case, none were. As the course was taught by a new instructor for the first time this past semester, this may have been overlooked.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students appear not to have attempted this outcome or may not have included evidence of their attempt.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Because there is no evidence of attempts to use social media in the context required by this outcome, I plan to speak to the course instructor. The instructor was teaching the course for the first time this semester.

Outcome 3: Observe legal and ethical conventions of professional journalism while maintaining news web pages.

- Assessment Plan
 - Assessment Tool: Final web pages project measured by JRN 220 assessment rubric
 - Assessment Date: Winter 2014
 - Course section(s)/other population: All students enrolled in JRN 220 at time of assessment
 - Number students to be assessed: All students enrolled in JRN 220 at time of assessment
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 - Who will score and analyze the data: Faculty and/or staff with journalism experience will score the projects.

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	2018	

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# of students enrolled	# of students assessed
9	7

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Eight students were enrolled at the time of the assessment. Seven completed enough work to provide data for the assessment (per what was provided by the course instructor).

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Students create content on a blog-hosting platform in this class. The rubric, which has been revised and expanded to provide more detailed data since a previous assessment four years ago, was then applied to measure the work of each student. A student typically completed four or five significant pieces of work on their site (e.g. news stories, opinion pieces, analysis or reaction).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students avoided violating legal and ethical conventions in their work. That was the goal, so the standard of success/expectation was met. I did not rate any student as having exceeded expectations, which would have involved avoiding legal and/or ethical transgressions in stories in which that is especially difficult (i.e. crime stories). None of the students wrote crime stories for the class this semester.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

All students avoided violations of legal and ethical tenets in their work.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

More challenging issues related to this outcome typically arise when students write crime-related stories. That didn't happen this semester, so there were no problems with the work I observed. As part of my continuous improvement plan I will touch on this topic with the course instructor.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

My overall impression is that the journalism students who take this course are serious about their work and performing it well. The quality of their writing and sophistication of subject matter struck me first; the incorporation of video, in a few cases, was impressive. Although the journalism program does not have a capstone

course, this one is often taken in the students' final semester. I am encouraged by much of their work and by seeing its improvement over the course of their time at WCC, as I am often the instructor in their first year of the program.

- Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

I will formally meet with our other departmental journalism faculty either at an arranged time during Fall semester inservice or during the part-time English faculty meeting that week. I will share information and action plans then.

- Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	<p>I will speak with the instructor to make sure social media use is incorporated in the assignments and, if it already is, that evidence of its use be available on the student websites for future assessments.</p> <p>The other point of emphasis will be to include greater use of digital video. This has become an important part of contemporary reporting and I'd like to be sure it is given emphasis in the course instruction and assignments.</p>	<p>Effective use of social media and video are important skills for aspiring journalists. Though basic writing and reporting remain the most important, valued skills, anyone intending to pursue professional work in this highly competitive field needs to feel comfortable working with social media and digital video.</p>	2019

- Is there anything that you would like to mention that was not already captured?

5.

III. Attached Files

[W18assessmentdata](#)

Faculty/Preparer:	David Waskin	Date: 05/16/2018
Department Chair:	Carrie Krantz	Date: 05/17/2018
Dean:	Kristin Good	Date: 05/18/2018
Assessment Committee Chair:	Shawn Deron	Date: 08/23/2018

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Journalism	220	JRN 220 06/14/2014- Introduction to Digital Journalism
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English/Writing	David Waskin
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Format and maintain web pages with information and news-related content that incorporates text, digital video, and interactive components. (In this context, web pages refers to a pre-existing site or shell designed to hold such content, such as a blog hosting platform.)

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 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: Average score of 2 on the project/outcome aspect(s) being assessed.
 - Who will score and analyze the data: Faculty and/or staff with journalism training or experience.

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Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Projects for assessment were available from sixteen students. One may have failed to complete the project used for assessment but remained enrolled in the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course runs one section per year. All students in the course who complete (or partially complete) a final project are assessed, so all available populations are represented.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Web pages with content created by each student were examined and scored with a "1," indicating the outcome had not been demonstrated or a "2," indicating the outcome had been demonstrated. (In this context, web pages refers to a shell designed to hold content, such as a blog hosting platform.)

The scoring rubric splits this outcome into four separate columns, indicating whether the student work contains text, digital video, a slideshow (or photos), and an interactive component such as the option for reader comments.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Though the percentage of successful students varied a bit among the different aspects of this outcome, those pertaining to text, digital video, and interaction were all above eighty-five percent. As noted in the data, none of the students included a "slideshow," which was called for on the original rubric (though not in the outcome). However, ninety-four percent of the students included digital photos in lieu of the slideshow, which is acceptable. The rubric will be revised with this in mind for the next assessment.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

I was pleased with all aspects of this outcome in the student projects that I examined.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The original rubric specifically mentioned slideshows as a component of the student projects to be assessed (though the outcome did not). It's my judgment now that digital images (i.e. still photos) are more suitable as a specific aspect of this outcome to be assessed. Ninety-four percent of the students included digital stills in their projects. For students on the introductory level of this course, including digital still photos is an acceptable goal.

Outcome 2: Use social media to disseminate news and information to target audience and drive traffic to web pages.

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 - Assessment Date: Winter 2014
 - Course section(s)/other population: All students enrolled in JRN 220 at time of assessment.
 - Number students to be assessed: All students enrolled in JRN 220 at time of assessment.
 - How the assessment will be scored: Departmentally-developed rubric.
 - Standard of success to be used for this assessment: Average score of 2 on project outcome aspect(s) being assessed.
 - Who will score and analyze the data: Faculty and/or staff with journalism experience will score the projects.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
17	16

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Projects for assessment were available from sixteen students. One may have failed to complete the project used for assessment but remained enrolled in the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course runs one section per year. All students in the course who complete (or partially complete) a final project are assessed, so all available populations are represented.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Web pages with content created by each student were examined and scored with a "1," indicating the outcome had not been demonstrated or a "2," indicating the outcome had been demonstrated. (In this context, web pages refers to a shell designed to hold content, such as a blog hosting platform.)

For this outcome, a successful result meant the student had provided links to content on their web page using Facebook or Twitter with suitable teaser/promo text.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Eighty-eight percent of the students successfully met this outcome, which is an acceptable level of success.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

I was again pleased with student performance on this outcome as nearly ninety percent of students used Twitter or Facebook to disseminate links to their work.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This outcome mentions a "target audience," which is difficult to assess as a component because students don't have the time or resources in one semester to target and build an audience specific to their content. More than view this as a weakness of the students, though, I see this as an element of the outcome language that should be removed.

Outcome 3: Observe legal and ethical conventions of professional journalism while maintaining news web pages.

- Assessment Plan
 - Assessment Tool: Final web pages project measured by JRN 220 assessment rubric.
 - Assessment Date: Winter 2014
 - Course section(s)/other population: All students enrolled in JRN 220 at time of assessment.
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 - How the assessment will be scored: Departmentally-developed rubric.
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1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2014	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
17	16

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Projects for assessment were available from sixteen students. One may have failed to complete the project used for assessment but remained enrolled in the course.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This course runs one section per year. All students in the course who complete (or partially complete) a final project are assessed, so all available populations are represented.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Web pages with content created by each student were examined and scored with a "1," indicating the outcome had not been demonstrated or a "2," indicating the outcome had been demonstrated. (In this context, web pages refers to a shell designed to hold content, such as a blog hosting platform.)

Students whose content contained no clear violation of libel, copyright, or privacy laws and whose content complied with the tenets of the Society for Professional Journalists' code of ethics were deemed successful.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

All students successfully created content for their web pages without violating copyright, libel, or privacy laws and without violating tenets of the Society for Professional Journalists to any observable extent.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

All students successfully met this outcome, as they should. I would like to see a continued success rate of one hundred percent here as it is obviously crucial to everything they do as journalists.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

No weaknesses. We just need to continue incorporating elements of law and ethics in all of our journalism courses to avoid problems or mistakes in the future.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

This course seems to be meeting the needs of students rather well. It has thus far been taught by full-time journalists who should have a keen sense of this rapidly changing aspect of the news media. I'm pleased the students under their guidance have been able to meet the outcomes as written.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The changes I plan are to clarify wording in the master document so that it matches what's already happening in the classroom.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	I will remove the phrase <i>target audience</i> from outcome two.	As noted in the analysis by outcome response to outcome two, the students don't have time to cultivate an actual audience specific to the content they generate during the semester. The concept is more of a simulated or imaginary target audience provided by the instructor. This is really just a clarification of outcome language rather than a change to existing course content.	2015
Outcome Language	I will add the phrase "web-appropriate" before the word "text" in outcome	This acknowledges the difference between writing text intended for a	2015

	one. There will be a corresponding change to the assessment rubric.	web page (where it will be written to allow for breaks in thought to accommodate the presense of video or images) and text intended for print. (This distinction, originally written into the JRN 217 syllabus, is now being moved into JRN 220.)	
Assessment Tool	<p>At this time, I believe a yes/no or 2/1 "rating" is more meaningful than a 3-1 quality rating on the assessment rubric, at least with regard to outcome three and certain aspects of outcome one. I performed this assessment, then, using the yes/no determination.</p> <p>Also, slideshow will be replaced on the rubric with <i>digital photos</i> or <i>digital images</i>.</p>	<p>This is an introductory course and it is primarily concerned, as such, with whether students leave able to complete certain tasks. The nuance of quality in completing these tasks will become more important in more advanced courses. Apart from that, some of the criteria on the rubric are simply phrased as statements best evaluated yes/no.</p> <p><i>Digital photos</i>, as explained in the outcome analysis, is a more suitable criterion.</p>	2015

4. Is there anything that you would like to mention that was not already captured?

III. Attached Files

JRN220Rubric
JRN220assessdata

Faculty/Preparer: David Waskin **Date:** 06/16/2014
Department Chair: Carrie Krantz **Date:** 07/17/2014
Dean: Dena Blair **Date:** 07/28/2014
Assessment Committee Chair: Michelle Garey **Date:** 09/15/2014