

Assessment Plan

Multi-media Journalism

Community College of Denver

Kristi Strother

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Mission of the program: To have students identify core personal and professional values and master skills necessary for to succeed in a diverse, demanding multi-media/journalism career.

Vision of the program: To have a comprehensive, innovative, certificate program where students, local media, and other colleges and universities rank as program of choice.

CCD'S MULTIMEDIA/JOURNALISM PROGRAM STUDENT LEARNING OUTCOMES

The journalism program outcomes have all been mapped to the institutional outcomes of CCD, in order to assure alignment.

A CCD GRADUATE IS AN EFFECTIVE AND ETHICAL USER OF TECHNOLOGY

PSLO 1: Apply social media tools in a reporting scenario.

A CCD GRADUATE IS PERSONALLY RESPONSIBLE

PSLO 2: Identify and apply professional standards by meeting deadlines and using social media appropriately.

PSLO 3: Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

A CCD GRADUATE IS AN EFFECTIVE COMMUNICATOR

PSLO 4: Write correctly and clearly in forms and styles appropriate for different mediums, audiences, and purposes they serve.

A CCD GRADUATE IS A COMPLEX THINKER

PSLO 5: Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

A CCD GRADUATE IS A GLOBALLY AWARE

PLSO 6: Demonstrate an understanding of the diversity of groups in a global society in relationship to the media.

Curriculum Mapping Matrix: Linking Outcomes to the Curriculum:

Key to the curriculum map:

I = Introduced
E = Emphasized
U = Utilized
A = Currently Formally Assessed

Program Student Learning Outcome	Course Numbers		
	JOU 105	JOU 106	JOU 241
PLSO 1:	I	E	E
PLSO 2:	U	E,A	E
PLSO 3:	U	U	U
PLSO 4:	I	U	U
PLSO 5:	I	E	U
PLSO 6:	U	I	I

Assessment Methods and Results

Every semester, students are given a real-world scenario that they must respond to in a short time frame. This forces them to do their evaluation of the scenario within the time constraints common in the industry. This response must include awareness and sensitivity to the audience and the interviewees, best medium choice for publication, and format of the piece. These are done both at the beginning and the end of the semester to look at learning over the class and over the program. These scenarios are developed with the advisory board to ensure that they are real-world based. Rubrics are developed by the chair and used by the advisory board to assess these student artifacts.

Students are involved with these assessments in two ways.

- 1) Some of the Star Journal (student newspaper) editors are involved in the assessment process and engage with the advisory board in discussions of strong reporting practices.
- 2) Students receive feedback on the learning that has occurred from the pre and post-test.

Course design, rubric design, and scenario uses have all changed as a result of assessment. The teaching of the Journalist Code of Ethics has now been significantly strengthened based on assessment, including inclusion of the Code of Ethics poster in all classrooms and offices, and required class time researching the code.

Results from assessment goes in the chair's self-reflection to the dean and provost. The advisory board is also told the results. Instructors are also told the results so that they can improve their instruction.

As the Code of Conduct continues to be an area of improvement for our students, we continue to assess on PSLO 1, 3, and 6. Assessment every year is based on the theme developed for the year, which is derived from the action plan developed by the assessment process itself.

