Discipline	Course Number	Title
Journalism	111	JRN 111 01/07/2021- Introduction to Journalism
Division	Department	Faculty Preparer
Humanities, Social and Behavioral Sciences	English & College Readiness	David Waskin
Date of Last Filed Assessment Report		02/17/2016

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

Yes
January 2016

2. Briefly describe the results of previous assessment report(s).

Students performed well in all areas, particularly topic selection and use of quotes. Although a standard of success was met, students performed lowest in maintaining a neutral or objective tone in their news writing.

3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

I made one change specifically designed to address tone in student writing. I began providing them with a grading rubric before each significant assignment was due, specifying no use of first-person "I" and avoidance of opinion/editorializing, especially in endings where it tends to appear most often.
For future use, a new assessment rubric was made to capture more levels of gradation than the binary yes-no format that was used before. Master syllabus outcomes were reworded and reorganized to this end as well.

II. Assessment Results per Student Learning Outcome

Outcome 1: Write basic news stories and news features using journalistic standards.

- Assessment Plan

- o Assessment Tool: Portfolio of student work

- o Assessment Date: Winter 2018

- o Course section(s)/other population: All sections

- o Number students to be assessed: All students enrolled at time of assessment.

- o How the assessment will be scored: Departmentally-developed rubric.

- o Standard of success to be used for this assessment: Seventy percent of students will meet or exceed expectations.

- o Who will score and analyze the data: Departmental faculty will score and analyze the data.

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)
2020		

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

# of students enrolled	# of students assessed
28	25

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.

Withdrawal and/or nonattendance.

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.

Work was gathered from all students who consistently attended and turned in assignments in all sections offered in Fall 2020. (Two sections were offered.)

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

Student work was rated on a three-range scale of expectation (below, meets, exceeds) for five various criteria comprised by outcome one.

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: <u>Yes</u>
Students exceeded the standard of success in all five criteria (tone, topic, quotes, sources and format). They performed strongest in tone and format.

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

> Tone and organization were the areas in which students most met and/or exceeded the standard of success. As noted elsewhere, I think that providing students with a grading rubric in advance, in which specific ways to avoid bias and subjective tone are spelled out, has resulted in improvement.

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.

> Topic selection and quotes were areas in which students also did well, though continuous improvement is a worthwhile goal. Firsthand reporting--i.e. approaching a stranger and asking questions--is always a challenge for students in an introductory journalism course, even if they are able to pursue it by email or virtual means. I'd like to continue lessons in which we talk about this in class. When asked, students are generally forthcoming about sharing their fears about interviewing. This conversation, conducted in the full group, often generates solidarity and assures that they are in the company of their peers when facing this challenge.

Outcome 2: Analyze and interpret fundamental elements of news stories.

- Assessment Plan
  - Assessment Tool: Portfolio of student work
  - Assessment Date: Winter 2018
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students enrolled at time of assessment.
  - How the assessment will be scored: Departmentally-developed rubric.
  - Standard of success to be used for this assessment: Seventy percent of students will meet or exceed expectations.
  - Who will score and analyze the data: Departmental faculty will score and analyze the data.

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)
2020		

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

# of students enrolled	# of students assessed
28	20

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.

This outcome required a different assessment tool (i.e. responses to a particular assignment as opposed to a portfolio). Not all students were present on the day of the assignment.

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.

Assignment responses were gathered from all students in both (i.e. all) sections who attended and completed the work on the day of the assessment.

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

Students were asked to identify the nut graph of a specific story and then to identify and express ways in which detail and anecdote are used to convey the theme expressed in that nut graph.

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 percent of students were able to identify the theme as expressed by a nut graph; thirty percent were able to fully articulate ways in which expression of that theme is achieved through use of specific detail and anecdote.

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

Students were largely able to identify the main point (i.e. theme/nut graph) of the story they analyzed.

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.

A few students struggled to articulate the ways in which detail and anecdote expressed theme; I think more assignments in which students are able to practice this kind of analysis (identifying, expressing, commenting on the dynamics of theme and expression of theme in a news story, say) would be helpful.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

I think the use of a grading rubric, given to students in advance, with specifics about avoiding first person "I," opinion-based statements and conclusions, has been dramatically effective. The student work examined for this assessment was considerably more neutral in language and tone than in the previous.

2. 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?

I have a positive impression of the course and the extent to which it meets the needs of students. I do think that more assignments calling for analysis are needed. If students become more practiced at identifying and articulating points of connection between detail, anecdote, and theme they will be better able to strengthen those connections in their own writing.

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

I am the primary instructor of this course; I will share the action plan with part-time faculty who also teach it.

4.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Language to the master syllabus needs to be edited.	The discussion of a specific story and its component parts	2021

	Outcome two is measured by an assignment rather than portfolio.	is an assignment rather than part of a student's news writing portfolio.	
Course Assignments	Additional assignments calling for analysis will be added.	I believe students would benefit from more practice in identifying and articulating the connections among theme, detail, and anecdote.	2021
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	We would like to include more in-class discussion emphasizing the value of firsthand reporting.	This area is a challenge for many students. When students share their fears as a class, they understand their peers are facing the same challenge, creating a sense of solidarity.	2021

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

> 6.

III. Attached Files

[Rubric with data](#)

Faculty/Preparer: David Waskin **Date:** 01/08/2021
Department Chair: Carrie Krantz **Date:** 01/13/2021
Dean: Scott Britten **Date:** 01/28/2021
Assessment Committee Chair: Shawn Deron **Date:** 03/24/2021

Discipline	Course Number	Title
Journalism	111	JRN 111 01/24/2016-Introduction to 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: Write basic news stories in a neutral tone, without editorializing or using first person ("I").

- Assessment Plan

    o Assessment Tool: Portfolio of student work

    o Assessment Date: Winter 2015

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 90% of the students will score 90% (9 or 10 of 10 possible points) or higher. The average score for each outcome will be 1.5 or higher (on a scale of 1 - 2).

    o Who will score and analyze the data: Departmental faculty will score and analyze the data.

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)
2015		

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

# of students enrolled	# of students assessed
32	24

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.

Students not assessed had either withdrawn or failed to complete one of the portfolio-building activities.

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.

All students in all sections who completed the portfolio assignments were assessed.

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

Each portfolio was examined; those that met the outcome scored "2" on the rubric; those that did not scored "1."

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

Average score for this outcome was 1.85 with five students of 24 failing to meet the standard. Nineteen students met the standard of success for the outcome.

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

Eighteen of 24 students mastered the tone of news writing, which meets the standard of success.

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.

Although students met the standard of success, this was the outcome on which they performed most poorly. I would like to see improvement on this outcome, particularly with regard to omitting references to self. In many of the portfolios that did not meet the standard, students used the first person ("I") or otherwise referred to themselves (e.g. "We," "this reporter").

Outcome 2: Write basic news stories about topics that are appropriately newsworthy for a local audience.

- Assessment Plan

  - Assessment Tool: Portfolio of student work

  - Assessment Date: Winter 2015

  - Course section(s)/other population: All sections

  - Number students to be assessed: All students

  - How the assessment will be scored: Departmentally-developed rubric

  - Standard of success to be used for this assessment: 90% of the students will score 90% (9 or 10 of 10 possible points) or higher. The average score for each outcome will be 1.5 or higher (on a scale of 1 - 2).

  - Who will score and analyze the data: Departmental faculty will score and analyze the data.

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)
2015		

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

# of students enrolled	# of students assessed
32	24

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.

Students not assessed had either withdrawn or failed to complete one of the portfolio-building activities.

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.

All students in all sections who completed the portfolio assignments were assessed.

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

> Each portfolio was examined; those that met the outcome scored "2" on the rubric; those that did not scored "1."

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
>
> Average score for this outcome was 1.96 with one student of 24 failing to meet the standard. Twenty-three students met the standard of success for the outcome.

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

> Only one student of 24 failed to meet the standard on this outcome, which is one of the more difficult. Because I'm aware of this outcome's level of difficulty, considerable time is spent in class on helping students achieve it, which seems to have worked.

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.

> There is room for improvement, but I think continued emphasis in class on this outcome/topic is warranted to make sure they continue to succeed.

Outcome 3: Write basic news stories that contain quotes gathered from firsthand reporting (i.e. from interviews conducted by the student) as opposed to those gathered exclusively from other reports or other news sources.

- Assessment Plan

    o Assessment Tool: Portfolio of student work

    o Assessment Date: Winter 2015

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 90% of the students will score 90% (9 or 10 of 10 possible points) or higher. The average score for each outcome will be 1.5 or higher (on a scale of 1 - 2).

- o Who will score and analyze the data: Departmental faculty will score and analyze the data.

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)
2015		

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

# of students enrolled	# of students assessed
32	24

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.

Students not assessed had either withdrawn or failed to complete one of the portfolio-building activities.

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.

All students in all sections who completed the portfolio assignments were assessed.

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

Each portfolio was examined; those that met the outcome scored "2" on the rubric; those that did not scored "1."

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

Average score for this outcome was 1.83 with four students of 24 failing to meet the standard. Twenty students met the standard of success for the outcome.

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

Twenty of 24 students met the standard for this outcome. Though not as conceptually difficult for students as outcome two, this one challenges them to interview a source they do not already know. The high success rate is encouraging, as I have incorporated more practice and role-playing interviews into the lessons in the past few years.

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 students should incorporate quotes and interviews of legitimate sources into their stories. This is a challenging outcome as it demands a level of social confidence we must continue to build through classroom exercises and development of peer support in the classroom. Incorporating activities in which students first interview sources in pairs may be a possibility.

Outcome 4: Write basic news stories using appropriate sources of information ("appropriate" meaning credible and more than one) in a balanced way.

- Assessment Plan

    o Assessment Tool: Portfolio of student work

    o Assessment Date: Winter 2015

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 90% of the students will score 90% (9 or 10 of 10 possible points) or higher. The average score for each outcome will be 1.5 or higher (on a scale of 1 - 2).

    o Who will score and analyze the data: Departmental faculty will score and analyze the data.

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)
2015		

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

# of students enrolled	# of students assessed
32	24

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.

Students not assessed had either withdrawn or failed to complete one of the portfolio-building activities.

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.

All students in all sections who completed the portfolio assignments were assessed.

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

Each portfolio was examined; those that met the outcome scored "2" on the rubric; those that did not scored "1."

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

Average score for this outcome was 1.79 with five students of 24 failing to meet the standard. Nineteen students met the standard of success for the outcome.

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

Nineteen students met the standard of success on this outcome, which is encouraging. With some training, students become adept at finding more than one source of information, particularly from non-live sources using tools such as Bing and Google.

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.

Encouraging students to pursue more information from more sources should continue to maintain a high average for this outcome. Class assignments mandate citation of sources so I will continue to use those.

Outcome 5: Write basic news stories containing proper organization of information (either inverted pyramid or an appropriately employed news-feature format).

- Assessment Plan

    o Assessment Tool: Portfolio of student work

    o Assessment Date: Winter 2015

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 90% of the students will score 90% (9 or 10 of 10 possible points) or higher. The average score for each outcome will be 1.5 or higher (on a scale of 1 - 2).

    o Who will score and analyze the data: Departmental faculty will score and analyze the data.

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)
2015		

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

# of students enrolled	# of students assessed
32	24

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.

Students not assessed had either withdrawn or failed to complete one of the portfolio-building activities.

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.

All students in all sections who completed the portfolio assignments were assessed.

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

> Each portfolio was examined; those that met the outcome scored "2" on the rubric; those that did not scored "1."

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: <u>Yes</u>
>
> Average score for this outcome was 1.96 with one student of 24 failing to meet the standard. Twenty-three students met the standard of success for the outcome.

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

> Students performed well on this outcome with 23 of 24 meeting the standard. I think the exercises used in class work well for this.

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.

> Continued use of in-class writing exercises in which the instructor provides immediate feedback seems warranted. I hope the positive results continue.

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?

> I think the course is working relatively well. It's worth noting that students performed slightly below the standard of success that states 90 percent of all completing the course will score 9 or 10 when their five outcome scores are combined. (Eighty percent actually did, with several students missing a total of 9 by just one point.) I think there are some classroom activities that can be modified to improve performance without making changes to the master course syllabus. These include providing a rubric before assignments are due that emphasizes not using "I" to the end of meeting Outcome 1 as well as incorporating even more practice and role-play interviews into class time in service of Outcome 3.

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

I don't believe any changes to outcomes on the master syllabus are necessary at this time; otherwise, the involved faculty have been informed. (I am the involved faculty.)

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
No changes intended.			

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

5.

III. Attached Files

Rubric and data summary

Faculty/Preparer: David Waskin **Date:** 01/24/2016
Department Chair: Carrie Krantz **Date:** 01/25/2016
Dean: Kristin Good **Date:** 01/25/2016
Assessment Committee Chair: Michelle Garey **Date:** 02/17/2016

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:

   Course Discipline Code and Number: JRN 111

   Course Title: Introduction to Journalism

   Division/Department Codes: HUM/ENG

2. Semester assessment was conducted (check one):

   ☐ Fall 20__

   ☒ **Winter 2012**

   ☐ Spring/Summer 20__

3. Assessment tool(s) used: check all that apply.

   ☒ **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

   ☒ **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 and the total number of students enrolled in the course.
   All students from both sections in Fall 2011 were assessed, totaling 21 students.

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

II. Results
1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
   Current version of course had not been previously assessed.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*
   - **Differentiate among characteristics of news writing, essay writing, and feature writing.**
   - **Identify topics for news stories, appropriate sources of information for news stories and options for multi-media packaging of news stories.**
   - **Employ basic interview techniques in obtaining information from sources.**
   - **Write basic news stories that demonstrate a fundamental understanding of journalistic style and tone, including quotes, paraphrases and proper attribution.**

3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus.
   Seventy-five percent of students will score an average of 2 on the portfolio outcomes being assessed.

4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of

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success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

> Slightly more than 85 percent of the students scored higher than 2 on all of the outcomes being assessed; the average score for all four outcomes was above 2 as well.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

   Strengths: Students scored highest on the criterion of outcome one related to appropriate topics for news stories. Likely this is because instructors work closely with students to choose suitable topics due to the difficulty of this task for introductory-level students.

   Weaknesses: The lowest scoring outcome was outcome three (average of 2.04); however, some of the sample contained stories that did not necessarily require the kind of interview skills this outcome is designed to measure. (This was the result of a special project done in a section of the course taught by a part-time instructor.)

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. *(If students met all expectations, describe your plan for continuous improvement.)*

   Frankly, the weaknesses I found were in the rubric and outcomes as I applied them. The outcomes, while seeming to be clearly worded, did not provide enough specific, measurable elements matched against the rubric. The rubric, in turn, imposed a 1-3 rating scale that turned out to be less meaningful than I'd hoped, with distinctions between a "2" rating and a "3" rating being difficult to discern when applied to the outcomes.

   As a result, I have reworded the outcomes to contain more measurable aspects and I have moved to a yes/no 1-2 rating scale on the rubric that I feel will be more meaningful in conjunction with the new 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. ☒ Outcomes/Assessments on the Master Syllabus
      Change/rationale: **See above.**

   b. ☐ Objectives/Evaluation on the Master Syllabus
      Change/rationale:

   c. ☐ Course pre-requisites on the Master Syllabus
      Change/rationale:

   d. ☐ 1st Day Handouts
      Change/rationale:

   e. ☐ Course assignments
      Change/rationale:

   f. ☐ Course materials (check all that apply)
         ☐ Textbook

COURSE ASSESSMENT REPORT

☐ Handouts
☐ Other:

g. ☐ Instructional methods
Change/rationale:

h. ☐ Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions?
Fall 2012

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course. **The assessment tools were effective in a broad sense. If students had not learned much in the course, they would have not met the specified standard of success. However, finer measurements were not as effective as I'd hoped—especially in the range between a 2 rating and a 3 rating.**

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

   The newly worded outcomes and newly developed rubric will be used.

3. Which outcomes from the master syllabus have been addressed in this report?
   All __X__ Selected _____
   If "All", provide the report date for the next full review: **Winter 2015.**

   If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Print: David Waskin _____ Signature David Wark _____ Date: 2/23/12
Faculty/Preparer

Print: Carrie Krantz _____ Signature _____ Date: 2/23/12
Department Chair

Print: Bill Abernethy _____ Signature _____ Date: FEB 29 2012
Dean/Administrator