



# Central Washington University

Degree Program Student Learning Outcome Assessment Plan

Department: Communication

Program: Digital Journalism

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) <a href="http://www.cwu.edu/strategic-planning/">http://www.cwu.edu/strategic-planning/</a>	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p><b>1. Technical skills:</b> Students will be able to create news and feature stories by discovering, evaluating and interviewing diverse sources, observing, working a beat, doing computer- assisted research and requesting and accessing documents. Students will be able to write thorough and compelling articles in a variety of styles, produce quality audio and video, and build effective Web sites.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>News articles, news-related videos, Web sites.</p>	<p>COM 226, 306, 308, 310, 321, 322, 341, 406, 466, 442, 446, 468</p>	<p>Included in graduation portfolio.</p>	<p>90 percent of students have portfolios that meet or exceed expectations. (See attached explanation.)</p>

Student Learning Outcome (performance, knowledge, attitudes)	Related CWU Strategic Outcome(s) <a href="http://www.cwu.edu/s-trategic-planning/">http://www.cwu.edu/s-tragic-planning/</a>	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses - population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
<p><b>2. Ethical behavior:</b> Students will understand the historical, socio-political, legal and cultural context for the ethical decisions they must make. Students will be able to uphold the legal and ethical principles and responsibilities of a free press, and will be committed to the First Amendment and to the press's role as a "watchdog" in society.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p> <p>3.1.2 Sustain the number of courses that include research, scholarship, and creative expression skills as key outcomes.</p>	<p>Research paper</p>	<p>COM 201, 202, 333, 369, 382, 460.</p>	<p>Included in graduation portfolio.</p>	<p>90 percent of students have portfolios that meet or exceed expectations. (See attached explanation.)</p>
<p><b>3. Specialization:</b> To know in-depth at least one journalism specialization: print, online, or broadcast. To be able to demonstrate professional-quality work in one field.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>Professional quality video, print articles or Web sites.</p>	<p>COM 442, 446 and 468, 478 and COM 490 internship.</p>	<p>Included in graduation portfolio.</p>	<p>90 percent of students have portfolios that meet or exceed expectations. (See attached explanation.)</p>
<p><b>4. Leadership skills / Working in a team:</b> Students will be able to work as a team to produce media products for general distribution – NewsWatch, Observer, Online.</p>	<p>1.1.1 Students will achieve programmatic learning outcomes.</p>	<p>Video, newspaper, or Web site that demonstrates collaboration and leadership.</p>	<p>COM 342, 406, 442, 468 and 478.</p>	<p>Included in graduation portfolio.</p>	<p>90 percent of students have portfolios that meet or exceed expectations. (See attached explanation.)</p>

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<b>5. Students are satisfied with their program.</b>	1.1.1 Students will achieve programmatic learning outcomes.	Indirect: Reflection Essay, Survey	COM 489 Portfolio, Com 490, Internship	Included in graduation portfolio.	90 percent of students complete exit reflective essay; 90 percent of students completing survey rate their program satisfaction at good, very good, or excellent.

\*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature.

\*\*Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers) and modality (e.g. online, face-to-face, hybrid)

\*\*\*Timing of assessment should ideally be at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)

rev. 12/14

### Assessment Cycle

Analysis and Interpretation: December

Improvement Actions: Completed by June

Dissemination: Completed by June

Year	15-16	16-17	17-18	18-19	19-20	20-21
<b>1</b>	x	x	x	x	x	x
<b>2</b>	x		x		x	
<b>3</b>	x		x		x	
<b>4</b>	x		x		x	
<b>5</b>	x		x		x	

### Assessment Oversight

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