1. **Name(s) and Number(s) of Course being assessed for Oral Communication:**
   JRNL 2310

2. **Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:**
   30 enrolled per year and all used in the assessment

3. **Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole-was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)**
   See attached

4. **If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:**
   See attached

5. **Findings: (what add assessment data tell you about student proficiency in this outcome?)**
   See attached

6. **How did you (or will you) use the findings for improvement? (What questions /issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?)**
   See attached

7. **Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)**

8. **Committee Comments**
   2.25- Evidence of assessment being done. Evidence that assessment is being planned. No assessment plan presented.
Journalism SLO 7 Assessment, 2012

The Journalism Program has identified JRNL 2310 Reporting as the course where students will receive education in skills related to service learning objective 7: "Students will demonstrate effective oral communication skills."

Within our program, we identified two components of oral communication skills that are crucial to reporters: first, the oral presentation skills that are relevant to any professional setting; second, interviewing skills.

Previous assessment processes have focused on the presentation itself. For the past academic year, we have been assessing the interview, as a professional presentation of oral communication. At the same time, we were undergoing an external review of our academic programs by our accrediting organization, the Accrediting Council on Education in Journalism and Mass Communication.

We have also used assessment data generated by alumni surveys and exit interview focus groups, both of which mentioned the need for developing digital skills for the presentation of all journalism content.

The journalism faculty met and discussed the data. We decided that, rather than try to teach all multimedia skills in all courses -- which requires an investment of equipment and time that is not practical -- we would identify specific skills within multimedia to specific courses.

Given the agreed-upon role of JRNL 2310 in teaching oral communication skills through interviews, the faculty agreed that the course would stress audio recording, editing, and presentation of interviews. The students' final project will include a component where students edit their digitally recorded interviews for presentation in a brief online format -- much like is done on news sites like National Public Radio.

The students will be taught and then will demonstrate their competency in identifying the best parts of their interview and incorporating them into a brief interview edited for presentation. The edited audio will include questions and answers and one example of ambient sound. Final projects will then be assessed for their effectiveness in presenting oral communication as news content.