

## JOURN AA and AA-T

PLO (program outcome to which this SLO maps)	PLO Reflection (What were the strong points and weak points students demonstrated in the courses? What areas need more attention? What do your results show about student learning?)	PLO Action Plan (include timeline for implementation, key/responsible personnel, priority high/medium/low, status report/reflection on results of action plan)
Assemble a portfolio of appropriate photographs, writings, journals or digital media requiring skills and understanding of techniques of journalism.	Students are doing well in constructing their own social media platforms. Students without experience in social media, "starting from scratch," have a ways to go to catch up with students who bring previous social media experience to the classroom.	Beginning students must be tested to determine their knowledge of social media. This shall be accomplished through a departmental discussion within the 2017-18 school year. Those in need of the basics should be brought up to speed.
Write news, features, and opinion pieces in (acceptable) newspaper style.	The key to the ability to write news, features and opinion pieces in journalistic style begins in childhood. Those students whose families expose them to the printed word via newspapers (print or online) at an early age have a distinct advantage over their fellow students. Of course, the students with first-rate English writing instruction in middle and high school have a much easier time. We often encounter students extremely motivated in journalism but who lack basic skills.	Although we must encourage talented journalism students to pursue transfer to university, we must take action within one year to decide "placement" for those students with the desire but lack some of the skills. Central to preparation for these students is to take the "stigma" out of tutoring in English grammar. Classes in composition are key. We must be skillful in assessing the students' needs before making recommendations in this crucial area.
Apply media law, fact-checking and ethics to the journalistic process.	Most students have a "working knowledge" of media law and a general understanding of media ethics. The concept of fact-checking is a new for some students.	Fact-checking, along with a balanced story, are of primary importance for student journalists. We cannot emphasize these concepts enough and they should be phased into the Newspaper Production syllabus within the year. Editors on the Tower newspaper must be especially vigilant in these areas, since without them a newspaper ceases to be a viable asset for the college and community.