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# Reevaluating our ACE 10 assessment procedure

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# Reevaluating our ACE 10 assessment procedure

JOUR 450, NewsNetNebraska

Jerry Renaud



## ACE 10 Question

"Has the integration of digital reporting skills in earlier classes enhanced student learning and understanding of web- and mobile-based reporting?"

***The college is now introducing data visualization into its "Reporting II" class (JOUR 302), added social media in the beginning editing class, (JOUR 201) and created an online storytelling class, JOUR 304) into its required curriculum.***

Expected outcomes: These updates will help demonstrate to the college and professionals that students will leave this course with new digital skill sets that allow them to produce creative or scholarly products that exhibit appropriate technical proficiency, information collection, synthesis, critical interpretation, presentation and reflection.

## Student Work

Students complete several journalistic projects during the semester, involving multi-media storytelling techniques. Students create a rough draft, which is analyzed and graded by faculty. This gives students an opportunity to improve the project before publishing.

The rough draft allows the instructor to reinforce skills such as writing, reporting, photography and videography. It also allows reinforcement of critical thinking skills as students submit a reflection form. Here, they self-critique the validity of their research, describe what they learned from the assignment and rate the overall effectiveness of their storytelling.

## Method of Analysis

Sample students work will be sent to professionals for an analysis of the work. The instructor will show student work from previous semesters with work from the current semester. Instructors will make the determination of whether the work quality was high middle or low. In addition, several faculty members will analyze the work of students during the semester and offer feedback.

There are also pre- and post-tests for the instructor to see how much students know entering the class and how that changes.

**Sample high quality photo assessed by professionals.**



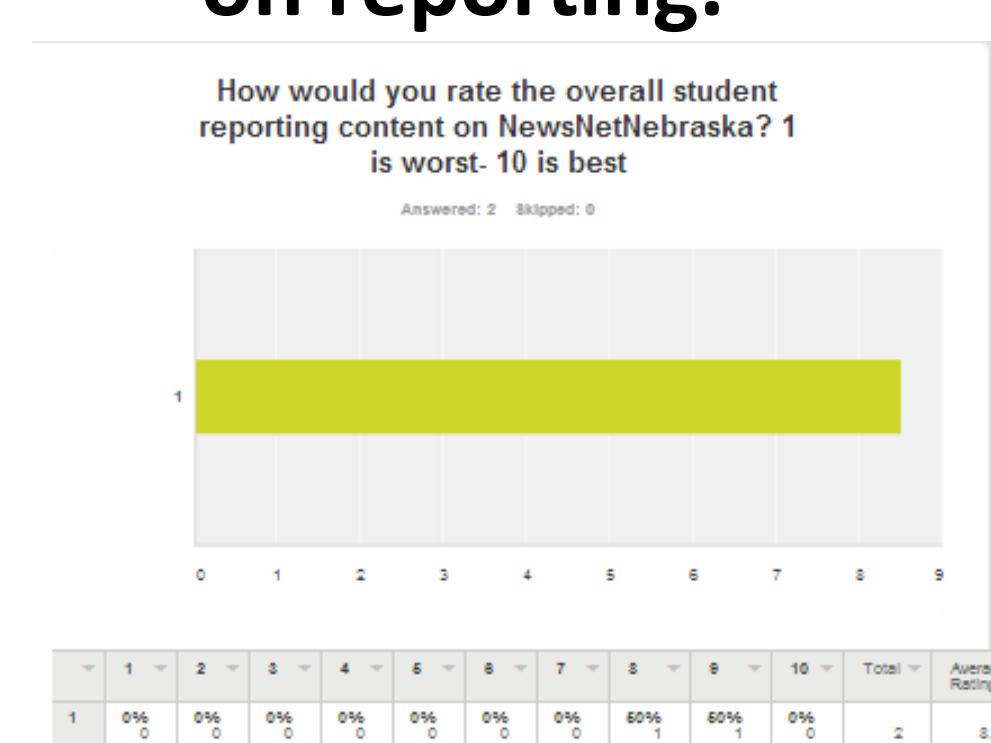
**Sample low quality photo assessed by professionals.**



**Graph from assessment report from professionals on interviewing.**



**Graph from assessment report from professionals on reporting.**



## Findings

In the past, findings showed that professionals and faculty felt the class was accomplishing most of what it set out to do. Students were able to complete reasonably high quality work that was able to be published on the Website. Now the department will get the opportunity to see if changes in 200- and 300-level required classes will enhance the learning process and improve the quality of the work.

We also discovered that students many times entered the capstone class without the proficiency of multi-media skills and instructors had to spend time retraining students. We will find out if instructors can now eliminate some of the training exercises and begin the reporting and storytelling opportunities earlier in the semester.

## Improving ACE 10 Learning

We will begin the process of creating a broader reflection from the students. The current assessment process allows the instructor to make changes within the individual course. It hasn't revealed anything about the overall education of the student, which would allow the department to establish a dialogue about possible changes to improve in the students' education.

Once we have the results, we will set aside time at the beginning of each semester and analyze the assessment results. We will hope to get a better understanding of student needs and see if there are places that certain skills need to be reinforced or continued in other classes before enrolling in the ACE 10 capstone course.