



Academic Program Assessment Report for AY 2022-2023

Program: Media & Entertainment

(Due: June 1, 2023)

Date report completed: May 30, 2023

Completed by: Jon Pluskota, Ph.D.

Assessment contributors (other faculty involved) _____

Please describe the 2022-2023 assessment activities and follow-up for your program below. Please complete this form for each undergraduate major, minor, certificate, and graduate program (e.g., B.A., B.S., B.A.S, M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Executive Director for Assessment as an email attachment by June 1, 2023. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

Brief statement of Program mission and goals:

To offer a pragmatic and professionally oriented program aimed at preparing majors for successful careers in the media and related areas and to prepare students for graduate study. The Media Communication major supports the mission of the university by offering a marketable and professionally credible program; a student-centered experience for learning and advising; an applied learning environment utilizing cutting-edge technology and incorporating Experiential Education; and a more than 55-year tradition for excellence.

10 Students were enrolled in MAE 499 during FA 22 and 6 student were enrolled during SP 23.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2023-2024 based on the assessment process.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO <u>last</u> reported on prior to this cycle? (semester and year)	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved (N).	E. What is the expected proficiency level and how many or what proportion of students should be at that level?	F. What were the results of the assessment? (Include the proportion of students meeting proficiency.)	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
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<p>Application of Technology: Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline.</p>	<p>2021</p>	<p>MAE 499, Senior Capstone Seminar integrates numerous forms of technology throughout the course and as part of their final project.</p>	<p>MAE 499 was offered both in FA 22 and SP 23. The total N was 16 across both semesters with 10 in the Fall and 6 in the Spring.</p>	<p>Advanced</p>	<p>Assessment of AOT is integrated and completed through the proposal, design, defense, and execution of a final multimedia project.</p> <p>Of the 16 students, 15 successfully completed their projects and demonstrated an advanced level of technical expertise (defined as 80% or higher on final project). One student did not complete a project (or the process) and failed the course, and another received an Incomplete pending the completion of the paper, but did successfully complete the project portion (demonstrating appropriate technical proficiency)</p>	<p>This was the first two semesters under our new curriculum.</p> <p>Senior capstone projects can be collaborative and involve multiple seniors. This presents some challenges in how to assess individual abilities given the group approach.</p> <p>Also, with the change in curriculum, the course moved from 3 credits to 2, with the additional hour coming from an integrated course in ARC (410). We likely need to look at making sure credit hours are sufficient and course content (ARC 410) is complimentary to our needs.</p>	<p>One consideration is to assess skills earlier in other courses, prior to entering senior capstone seminar.</p> <p>This was the first semester (SP 23) that a complimentary course (ARC 410) was offered across SOCAP programs. The course outcomes need to be addressed to meet the different needs of Media & Entertainment students compared with Art & Creative Media students.</p>
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<p>Presentation: Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).</p>	<p>2021</p>	<p>MAE 499, Senior Capstone Seminar requires students to present the research, idea & defense, final project, and findings as part of their senior project.</p>	<p>MAE 499 was offered both in FA 22 and SP 23. The total N was 16 across both semesters with 10 in the Fall and 6 in the Spring.</p>	<p>Advanced</p>	<p>Assessment of Presentation Abilities is integrated and completed through the presentation and defense of the project research and proposal and the final project presentation.</p> <p>Of the 16 students, 14 successfully completed (80% or higher) presentations that demonstrated advanced skills in this area.</p> <p>One student did not complete any of the work and failed the course and the other student received an Incomplete related to the paper/presentation portion of the course (noted in the Technical Skill assessment column).</p>	<p>Presentation skills were satisfactory. We anticipate the skills increasing since instituting the requirement of Speaking and Listening in our curriculum.</p> <p>Organization of presentations seems to be more challenging than the presentation itself for most of our students.</p>	<p>We need to further delineate between presentation of the project (along the lines of delivery) and presentation if the subject is in the content itself (such as a talkshow, newscast, hosting, etc.).</p> <p>Though the seminar course provides a guide for presentations, students are not adept at using headings and structure. More emphasis needs to be placed on these attributes. Our industries expect professional, structured, concise yet explanatory presentations.</p> <p>Designing an outcome assessment relevant to the different concentrations should be considered (e.g. multimedia journalism outcome compared to production outcome).</p>
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Comments on part I:

Overall, technical abilities are improving. We are still recovering from both the effects of the pandemic and RMPBS' departure from the facilities. We redesigned our curriculum for 22-23. This was the first year with the new curriculum and student feedback has been positive. There are changes we need to implement related to our capstone sequence and SoCaP interdisciplinary courses, which will be revisited this summer and Fall. We are also moving to a 2-semester capstone process with two different courses making up the capstone. This will help focus on the quality and critical thinking/writing in one dedicated semester and the technical/distribution in the second semester.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2022-2023 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment column H and/or feedback?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.	2022	Effective FA 2022, we are instituting a new curriculum with varied concentrations. We are revisiting all department SLOs for appropriateness given changes in industry and the curriculum. Changes to SLO 1 may include additional detailed samples such as creative thinking, problem solving, ideation & conceptualization, criticism, etc. as potential approaches	We paused overhauling SLOs until we had the first year of curriculum completed. We anticipate reviewing the these changes during FA 23 in time for 2024 assessment. One important change we made that will be instituted experimentally (based on student feedback) in FA23 will be a "2 semester model" where the idea,	

		<p>across the different concentrations. Concentrations will have the same SLO but the manner in which they achieve it may be different based on the concentration or direction of the individual (as outlined in their proposal/statement).</p>	<p>research, writing, and defense of the proposal will take place in its own semester for 2 credit hours. Once successfully defended, students will be able to sign up for the final capstone project course (MAE 499).</p>	
<p>Writing/Communication: Students will write with clarity and organization, utilizing the proper format, writing mechanics and audience focus, in a manner that is professionally competitive for an entry-level position in the discipline.</p>	2022	<p>Writing and communication in the media and entertainment fields vary. From script to technical, academic to professional, we need to rework our SLOs to recognize the varied formats. As we work on revising SLOs, we are exploring the inclusion of multiple options for demonstrating appropriate writing/communication skills</p>	<p>The change to the 2 hour + 1 hour of ARC 410 did not provide enough time to focus on the writing AND the production of the project. We are instituting a new format in an experimental form (with curricular changes) for FA 23. This will provide dedicated course focus on theory, research, writing and concept development in preparation for the final project the following semester.</p>	<p>New recommendation: have the research and writing portion of the final project stand as its own class, and the production aspect its own.</p> <p>An experimental form of this will be instituted FA 23 for students, with an accompanying curricular modification.</p>

Comments on part II:

Fall 2023 will be focused on revisiting SLOs and curricular needs to meet the outcomes. We will have additional faculty and be moving into year 2 of our new curriculum with a more consistent faculty body.