

Academic Program Assessment Report for FALL 2018

Program: MCCNM

(Due: **MAY 24, 2019**)

Date report completed: 5/24/19

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Please describe 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., 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 Assistant Provost as an email attachment before MAY 24, 2019. You'll also find this form on the assessment website at <https://www.csupueblo.edu/assessment-and-student-learning/resources.html>. Thank you.

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 2019 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> assessed? (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.	E. What is the expected achievement 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?
SLO 1: Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to	Spring 2018	Paper assigned in MCCNM 493: Senior Seminar was evaluated using the rubric found at the end of our assesement	A total of 13 students - all students enrolled in MCCNM 493 Fall 2018 were assessed –	According to our assessment plan, ten out of thirteen students (75 percent) assessed should	Six out of the thirteen students assessed (46 percent) were	Critical thinking proficiency has more than doubled since our last assessment. Although we are no where near our student proficiency benchmark of 75%,	The instructor in MCCNM 493 will continue to provide better instructions to students with regard to the critical thinking paper assignment. The instructor in MCCNM 493 will continue to better communicate the SLO 1 writing

current issues and ethical expectations of mass media and related disciplines.		plan.	every MCCNM emphasis area was represented	demonstrate proficiency in this SLO.	proficient in this SLO.	we are seeing a positive outcome associated with recent changes in curriculum etc. Faculty reviewers identified two areas the department must consider 1) a lack of emphasis by MCCNM instructors, and/or 2) the design and communication of the critical thinking essay assignment.	assignment rubric to students. The instructor in MCCNM 493 will continue to incorporate critical thinking exercises leading up to the final assignment that will be assessed by the department. Faculty evaluators will continue to work more closely together in doing the assessment of student work - there was better consistency in scoring during this cycle. MCCNM will establish a baseline of critical thinking skills for incoming students (MCCNM 201 fall 2019)
SLO 2: Writing/Communication: Students will write with clarity and organization, utilizing proper format, writing mechanics and audience focus, in a manner that is professionally	Spring 2018	Portfolio including at least two writing samples (submitted in MCCNM 493: Senior Seminar course); writing samples were evaluated using the rubric found at the end of our	A total of 13 students - all students enrolled in MCCNM 493 Fall 2018 were assessed – every MCCNM emphasis area was represented	According to our assessment plan, ten out of thirteen students (75 percent) assessed should demonstrate proficiency in this SLO.	Nine out of the thirteen students assessed (69 percent) were proficient in this SLO.	Writing / communication proficiency was down slightly. Students showed a slight decline upon clarity, writing mechanics and audience focus.	MCCNM faculty will ramp up course writing assignments and increased personalized writing instruction (MCCNM 222, summer 2019). The department will continue to encourage students to make better use of the university resources addressing writing deficiencies. MCCNM will consider establishing a baseline of

competitive for an entry-level position in the discipline.		assessment plan					writing skills for incoming students (MCCNM 220 fall 2019)
SLO 3: Students will demonstrate technological expertise related to the specific emphasis area in a manner that is professionally competitive for an entry-level position in their discipline.	Spring 2018	Portfolio including at least two samples of technological work (submitted in MCCNM 493: Senior Seminar course); technology samples were evaluated using the rubric found at the end of our assessment plan	A total of 13 students - all students enrolled in MCCNM 493 Fall 2018 were assessed – every MCCNM empasis area was represented	According to our assessment plan, ten out of thirteen students (75 percent) assessed should demonstrate proficiency in this SLO.	Six out of the thirteen students assessed (about 46 percent) were proficient in this SLO.	Technology proficiency is trending downward. Students provided a lesser number of technology examples, and a lesser range of different types of samples (desktop publishing, audio, video, etc.)	The department will continue to encourage students, in all emphasis areas, to enroll in applied courses that will enhance technology proficiency – courses include but are not limited to MCCNM 245 Audio/Video Production, MCCNM 232 Website Design, and MCCNM 211 Digital Publishing. Students will be encouraged to submit a wide range technology samples including A/V production, desktop published examples, podcasts, and websites.
SLO 4: Presentation: Students will demonstarate command of a subject, organization of thoughts, and skill at interpersonal presentation in	Spring 2018	Rubric used to score presentations from portfolios (see at end of document and in assessment plan)	A total of 13 students - all students enrolled in MCCNM 493 Fall 2018 were assessed – every MCCNM empasis area	According to our assessment plan, ten out of thirteen students (75 percent) assessed should demonstrate proficiency	Nine out of the thirteen students assessed (about 69 percent) were proficient in this SLO.	Presentation proficiency is trending upward. Senior seminar students better understand what was expected of them with regard to their presentation sample – and	The instructor for MCCNM 493 provided better instructions to students with regard to the presentation requirement in their senior portfolio. Faculty better communicated the SLO 4 presentation rubric to students in all courses that reflected a presentation opportunity.

front of an audience (live or for broadcast).			was represented	in this SLO.		showed a familiarity with the SLO assessment rubric.	<p>MCCNM faculty have identified more student presentation opportunities/possibilities – presentation opportunities have now been added to MCCNM 315, 320, and 338.</p> <p>Faculty evaluators worked more closely together in doing the assessment of student work - there is better consistency in scoring - the department can now discuss the results in a more meaningful way.</p> <p>The department is considering dropping this SLO from our 2019 calendar year assessment. The department has not settled on a replacement SLO.</p>
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Comments on part I: Please note changes to the MCCNM assessment plan, the expansion of the department’s curriculum map, and inclusion of appendix C reflecting SLO trends fall 2013-spring 2018, and Fall 2018. MCCNM will introduce assignments (summer/fall 2019) to help address student deficiencies in the areas of writing, critical thinking, technology and presentation (MCCNM 140, MCCNM 201, MCCNM 220, MCCNM 318, MCCNM 320, and MCCNM 338)

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the Fall 2018 cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? 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?	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?
SLO 1: Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.	Spring 2018	Consider added course content to address these SLOs prior to senior level classes. Can assessment be done regularly across lower division courses in order to get a baseline on student performance and address areas such as critical thinking much earlier on? Could assessment be done at that time, for that cohort, and possible modification made as they progress to the final assessment in their senior seminar class? Perhaps consider evaluating problem SLO's at other time points in the degree to identify where curricular changes may be necessary.	MCCNM will be moving from an academic year assessment cycle to a calendar year assessment cycle – MCCNM will implement the following during the fall 2019 semester: A critical thinking assignment will be added (and assessed) to the MCCNM 201 Introduction to Journalism course fall 2019 to establish a baseline for incoming majors. NOTE: faculty, courses, student enrollment are in flux – the critical thinking exercise may be applied in MCCNM 210 Introduction to Integrated Communication	A shift in SLO assessment due dates for 2019 have nudged MCCNM to move to a calendar year assessment cycle. Much of our assessment has focused on senior seminar portfolios. These portfolios are typically turned in at the end of finals week (spring/fall) - it has become increasingly difficult to complete our assessment in the month of May due to faculty departures, recognized recess, and the start of the summer semester. Moving to a calendar year cycle will allow MCCNM to complete our assessment over several months instead of several days or weeks. SLO(s) reflected in the spring 2019 and fall 2019 semesters will be reflected in our 2020 assessment deliverables. 2017-2018 assessment feedback was delivered in the fall of 2018 – MCCNM was unable to implement recommendations during the fall 2018 or spring 2019 semester.
SLO 2: Writing/Communication: Students will	Spring 2018	Consider added course content to address these SLOs prior to senior level classes. Can assessment be	MCCNM will be moving from an academic year assessment cycle to a calendar year assessment	A shift in SLO assessment due dates for 2019 have nudged MCCNM to move to a calendar year assessment cycle. Much of our assessment has focused on senior seminar

<p>write with clarity and organization, utilizing proper format, writing mechanics and audience focus, in a manner that is professionally competitive for an entry-level position in the discipline.</p>		<p>done regularly across lower division courses in order to get a baseline on student performance and address areas such as critical thinking much earlier on? Could assessment be done at that time, for that cohort, and possible modification made as they progress to the final assessment in their senior seminar class? Perhaps consider evaluating problem SLO's at other time points in the degree to identify where curricular changes may be necessary.</p>	<p>cycle – MCCNM will implement the following during the summer 2019 semester:</p> <p>A writing assignment will be added (and assessed) to the MCCNM 220 Introduction to Electronic Media course summer 2019 to establish a baseline for incoming majors.</p>	<p>portfolios. These portfolios are typically turned in at the end of finals week (spring/fall) - it has become increasingly difficult to complete our assessment in the month of May due to faculty departures, recognized recess, and the start of the summer semester. Moving to a calendar year cycle will allow MCCNM to complete our assessment over several months instead of several days or weeks. SLO(s) reflected in the spring 2019 and fall 2019 semesters will be reflected in our 2020 assessment deliverables.</p> <p>2017-2018 assessment feedback was delivered in the fall of 2018 – MCCNM was unable to implement recommendations during the fall 2018 or spring 2019 semester.</p>
<p>SLO 3: Technology: Students will demonstrate technological expertise related to the specific emphasis area in a manner that is professionally competitive for an entry-level position in their discipline.</p>	<p>Spring 2018</p>	<p>Consider added course content to address these SLOs prior to senior level classes. Can assessment be done regularly across lower division courses in order to get a baseline on student performance and address areas such as critical thinking much earlier on? Could assessment be done at that time, for that cohort, and possible modification made as they progress to the final assessment in their senior seminar class? Perhaps consider evaluating problem SLO's at other time points in</p>	<p>MCCNM will be moving from an academic year assessment cycle to a calendar year assessment cycle – MCCNM will implement the following during the summer 2019 semester:</p> <p>A technology assignment will be and assessed in the MCCNM 140 Radio Station Operation courses fall 2019 to establish a baseline for incoming majors.</p>	<p>A shift in SLO assessment due dates for 2019 have nudged MCCNM to move to a calendar year assessment cycle. Much of our assessment has focused on senior seminar portfolios. These portfolios are typically turned in at the end of finals week (spring/fall) - it has become increasingly difficult to complete our assessment in the month of May due to faculty departures, recognized recess, and the start of the summer semester. Moving to a calendar year cycle will allow MCCNM to complete our assessment over several months instead of several days or weeks. SLO(s) reflected in the spring 2019 and fall 2019 semesters will be reflected in our 2020 assessment deliverables.</p> <p>2017-2018 assessment feedback was</p>

		the degree to identify where curricular changes may be necessary.		delivered in the fall of 2018 – MCCNM was unable to implement recommendations during the fall 2018 or spring 2019 semester.
SLO 4: Presentation: Students will demonstrate command of a subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).	Spring 2018	Consider added course content to address these SLOs prior to senior level classes. Can assessment be done regularly across lower division courses in order to get a baseline on student performance and address areas such as critical thinking much earlier on? Could assessment be done at that time, for that cohort, and possible modification made as they progress to the final assessment in their senior seminar class? Perhaps consider evaluating problem SLO's at other time points in the degree to identify where curricular changes may be necessary.	MCCNM will be moving from an academic year assessment cycle to a calendar year assessment cycle – MCCNM will implement the following during the fall 2019 semester: Presentation assignments will be added (and assessed) to MCCNM 318 Regulation of Electronic Media and MCCNM 320 Media Programming fall 2019 – potentially MCCNM 411 Media Law and Ethics	A shift in SLO assessment due dates for 2019 have nudged MCCNM to move to a calendar year assessment cycle. Much of our assessment has focused on senior seminar portfolios. These portfolios are typically turned in at the end of finals week (spring/fall) - it has become increasingly difficult to complete our assessment in the month of May due to faculty departures, recognized recess, and the start of the summer semester. Moving to a calendar year cycle will allow MCCNM to complete our assessment over several months instead of several days or weeks. SLO(s) reflected in the spring 2019 and fall 2019 semesters will be reflected in our 2020 assessment deliverables. 2017-2018 assessment feedback was delivered in the fall of 2018 – MCCNM was unable to implement recommendations during the fall 2018 or spring 2019 semester.

Comments on part II: MCCNM reviewed all SLOs in the fall of 2018 – fall 2018 assessment data collected shows an increase in proficiency in two areas and a decline in two others. Because of these unexpected declines, MCCNM will continue to assess writing, critical thinking, presentation, and use of technology in 2019. Dean Steffen and Dr. Ebersole have identified a design flaw in our critical thinking assessment piece – they have also shared concerns about communication of the critical thinking essay assignment. Our SLO 4 rubric for “presentation” will be retooled prior to the fall 2019 semester to reflect live performance/presentation related to sports broadcasting, public affairs programming, and green screen/podcasting applied experiences. At your suggestion, specific writing, critical thinking, presentation, and use of technology assignments will be added to lower division courses including MCCNM 140, MCCNM 201, and MCCNM 220 to establish a baseline for incoming majors. Also at your suggestion, presentation opportunities outside of our senior seminar course (MCCNM 493) will be incorporated in MCCNM 318 and MCCNM 320 (junior level) this fall.

Appendix A: Rubrics used to evaluate MCCNM SLOs

**Mass Communications Department Assessment Rubric
Student Learning Outcome 1: Critical Thinking
Fall 2018**

Paper Number: _____ Scorer: _____

MCCNM Department Learning Outcome 1: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Identify and convey complex ideas related to current issues in mass media				
B. Analyze and evaluate arguments and positions				
C. Make informed and logical conclusions and judgments				
D. Evaluate ethical implications related to the mass media				

Total: _____

A. Identify and convey complex ideas related to current issues in mass media

- 3: The paper demonstrates sophisticated abilities to identify and convey complex ideas related to current issues in mass media.
- 2: The paper demonstrates developing abilities to identify and convey complex ideas related to current issues in mass media.
- 1: The paper demonstrates underdeveloped abilities to identify and convey complex ideas related to current issues in mass media.
- 0: The paper fails to identify and convey complex ideas related to current issues in mass media.

B. Analyze and evaluate arguments and positions.

- 3: The paper demonstrates sophisticated abilities to analyze and evaluate arguments and positions.
- 2: The paper demonstrates developing abilities to analyze and evaluate arguments and positions.
- 1: The paper demonstrates underdeveloped abilities to analyze and evaluate arguments and positions.
- 0: The paper fails to analyze and evaluate arguments and positions.

C. Make informed and logical conclusions and judgments.

- 3: The paper demonstrates sophisticated abilities to make informed and logical conclusions and judgments.
- 2: The paper demonstrates developing abilities to make informed and logical conclusions and judgments.
- 1: The paper demonstrates underdeveloped abilities to make informed and logical conclusions and judgments.
- 0: The paper fails to make informed and logical conclusions and judgments.

D. Evaluate ethical implications related to the mass media

- 3: The paper illustrates sophisticated abilities to evaluate ethical implications related to the mass media.
- 2: The paper illustrates developing abilities to evaluate ethical implications related to the mass media.
- 1: The paper illustrates underdeveloped abilities to evaluate ethical implications related to the mass media.
- 0: The paper fails to evaluate ethical implications related to the mass media.

**Mass Communications Department Assessment Rubric
Student Learning Outcome 2: Writing/Communication
Fall 2018**

Paper Number: _____ Scorer: _____

MCCNM Department Learning Outcome 2: 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.

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Write with clarity and organization				
B. Utilize proper format and writing mechanics				
C. Convey appropriate audience focus				
D. Write in a professionally competitive manner for an entry-level position in the discipline				

Total: _____

A. Write with clarity and organization

- 3: The paper demonstrates sophisticated abilities to write with clarity and organization.
- 2: The paper demonstrates developing abilities to write with clarity and organization.
- 1: The paper demonstrates underdeveloped abilities to write with clarity and organization.
- 0: The paper fails to demonstrate abilities to write with clarity and organization.

B. Utilize proper format and writing mechanics

- 3: The paper demonstrates sophisticated abilities to utilize proper format and writing mechanics.
- 2: The paper demonstrates developing abilities to utilize proper format and writing mechanics.
- 1: The paper demonstrates underdeveloped abilities to utilize proper format and writing mechanics.
- 0: The paper fails to utilize proper format and writing mechanics.

C. Convey appropriate audience focus

- 3: The paper demonstrates sophisticated abilities to convey appropriate audience focus.
- 2: The paper demonstrates developing abilities to convey appropriate audience focus.
- 1: The paper demonstrates underdeveloped abilities to convey appropriate audience focus.
- 0: The paper fails to convey appropriate audience focus.

D. Write in a professionally competitive manner for an entry-level position in the discipline

- 3: The paper illustrates sophisticated abilities to write in a professionally competitive manner for an entry-level position in the discipline.
- 2: The paper illustrates developing abilities to write in a professionally competitive manner for an entry-level position in the discipline.
- 1: The paper illustrates underdeveloped abilities to write in a professionally competitive manner for an entry-level position in the discipline.
- 0: The paper fails to write in a professionally competitive manner for an entry-level position in the discipline.

Mass Communications Department Assessment Rubric

Student Learning Outcome 3: Application of Technology
Fall 2018

Paper Number: _____ Scorer: _____

MCCNM Department Learning Outcome 3: Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline.

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Demonstrate technological expertise				
B. Work clearly connects to a specific emphasis area				
C. Demonstrate professionally competitive work				
D. Work is suitable for entry-level position in discipline				

Total: _____

A. Demonstrate technological expertise related to specific emphasis area

- 3: Student demonstrates sophisticated technological expertise.
- 2: Student demonstrates developing technological expertise.
- 1: Student demonstrates underdeveloped technological expertise.
- 0: Student fails to demonstrate technological expertise.

B. Work clearly connects to a specific emphasis area

- 3: Student demonstrates sophisticated abilities connected to a specific emphasis area.
- 2: Student demonstrates developing abilities connected to a specific emphasis area.
- 1: Student demonstrates underdeveloped abilities connected to a specific emphasis area.
- 0: Student fails to demonstrate abilities connected to a specific emphasis area.

C. Demonstrate professionally competitive work

- 3: Student demonstrates sophisticated abilities to create professionally competitive work.
- 2: Student demonstrates developing abilities to create professionally competitive work.
- 1: Student demonstrates underdeveloped abilities to create professionally competitive work.
- 0: Student fails to create professionally competitive work.

D. Work is suitable for entry-level position in discipline

- 3: Student illustrates sophisticated abilities to create work suitable for entry-level position in discipline.
- 2: Student illustrates developing abilities to create work suitable for an entry-level position in discipline.
- 1: Student illustrates underdeveloped abilities to create work suitable for an entry-level position in the discipline.
- 0: Student fails to create work that would be considered professionally competitive for an entry-level position in the discipline.

**Mass Communications Department Assessment Rubric
Student Learning Outcome 4: Presentation
Fall 2018**

**Mass Communications Department Assessment Rubric
Presentation Evaluation Sheet**

Presentation: _____ **Scorer:** _____

MCCNM Department Learning Outcome 4: Students will demonstrate command of subject, organization of thought and skill at interpersonal communication in front of an audience (live or for broadcast).

Presentation Rubric

Criteria	0	1	2	3
Nonverbal Skills				
Eye Contact	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Constantly looks at someone or some groups at all times
Gestures	Mostly distracting gestures	Occasional gestures, few distracting	Occasional gestures, little contribution to presentation	Natural gestures enhance articulation
Appearance	Total lack of attention to appropriate attire and grooming	Slight attention to appropriate attire and grooming	Generally appropriate attire and grooming	Exceptional attention to attire and grooming; quite professional
Vocal skills				
Enthusiasm	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about	Demonstrates a strong positive feeling about topic

			topic	during entire presentation
Vocalized Pauses (uh, well uh, um)	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
Voice and Diction	Student mumbles, mispronounces terms and speaks too quietly for audience	Student's voice is low, words are mispronounced, audience has difficulty hearing	Student's voice is clear and most words are pronounced correctly	Student uses clear voice and correct pronunciation. Audience can hear clearly.
Content				
Topic Announced	Audience has no idea of the topic	Vaguely tells audience the topic	Tells the topic to the audience but needs clarification	Clearly explains what the report is covering
Organization	Audience is unable to follow the presentation	Weak organizational structure present	Organization is present, but not effective use of organizational structure	Student presents information using effective organizational structure which audience can easily follow
Visual Aid	Poor, distracts audience and is hard to read	Adds nothing to presentation	Thoughts articulated clearly, but not engaging	Visual aid enhances presentation, all thoughts articulated and creates interest
Completeness of Content	One or more points left out	Majority of points glossed over	Majority of points covered in depth, some points glossed over	Thoroughly explains all points
Subject Mastery	Student demonstrates little knowledge of subject	Student demonstrates moderate knowledge of	Student demonstrates substantial knowledge of	Student demonstrates full knowledge of subject

		subject	subject	
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0 1 2 3

Proficiency Levels	Not proficient		Proficient	
Eye Contact				
Gestures				
Appearance				
Enthusiasm				
Vocalized Pauses				
Voice and Diction				
Topic Announced				
Organization				
Visual Aid				
Completeness of Content				
Subject Mastery				

Total: _____

Appendix B: Department of Mass Communications and Center for New Media Curriculum Map

Appendix B: Department of Mass Communications and Center for New Media Curriculum Map

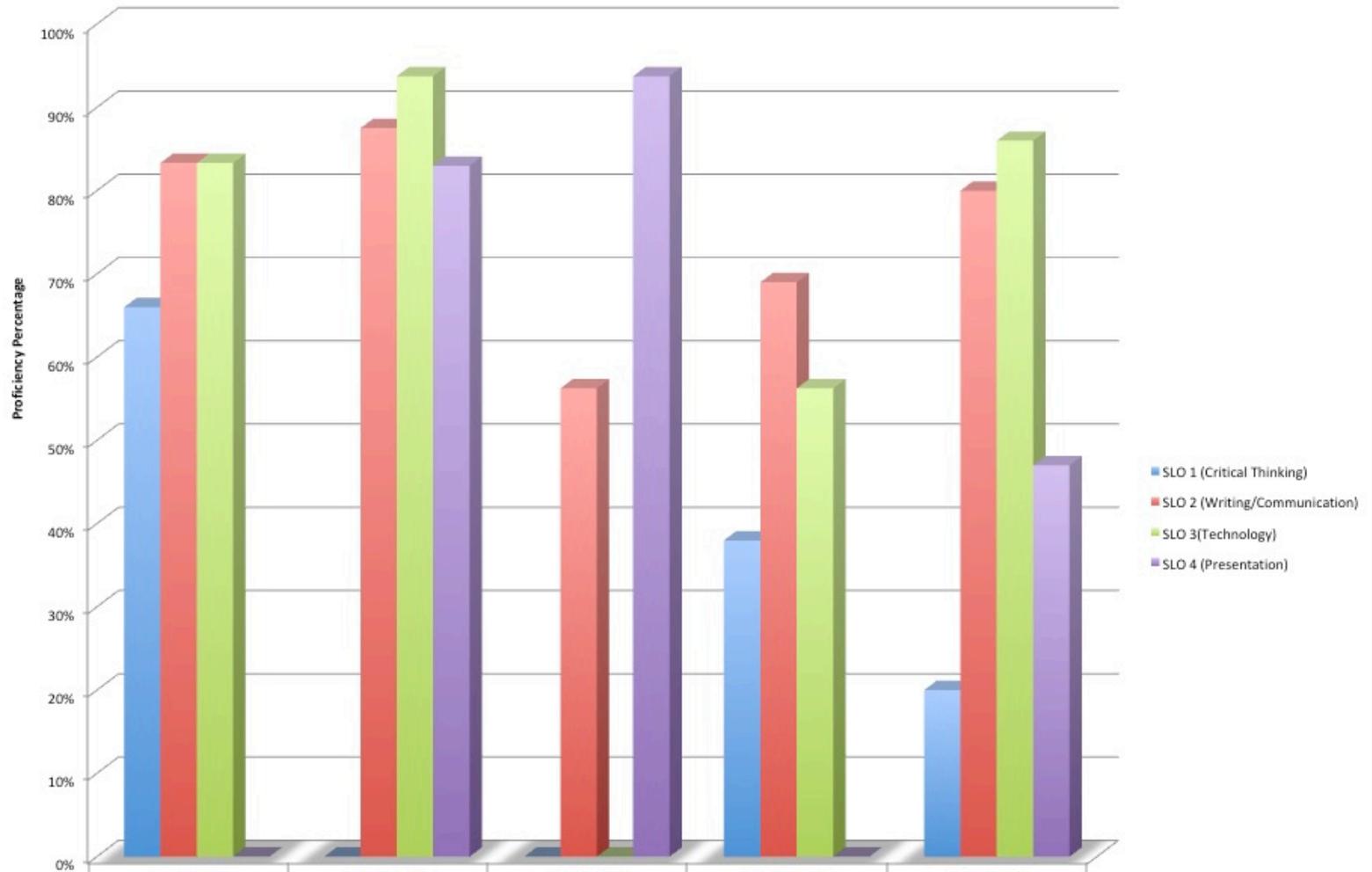
Department of Mass Communications and Center for New Media
Student Learning Outcomes Curriculum Map (Mass Communications Core Courses and Emphasis Areas) - May 2018

Mass Communications Core Courses*	Mass Communications Learning Outcomes									Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal communication in front of an audience. (Outcome 4) ±±		
	1a. Critical thinking skills	1b. Convey complex ideas related to current issues of mass media	1c. Convey complex ideas related to ethical expectation of mass media	2a. Write with clarity	2b. Write with organization	2c. Utilize proper format	2d. Utilize proper mechanics	2e. Utilize proper audience focus	2f. Professionally competitive for entry-level position	4a. Command of subject	4b. Organization of thought	4c. Interpersonal skills in front of audience
MCCNM 101: Media and Society	B	B	B	B	B	B	B	B	B			
MCCNM 201: Intro to Journalism	B	B	B	I	I	I	I	B	B			
MCCNM 210: Intro to Integrated Comm	B	B	B	I	I	I	I	B	B			
MCCNM 220: Intro to Electronic media	B	B	B	I	I	I	I	B				
MCCNM 411: Media Law and Ethics	I	I	I	I	I	I	I			I	I	I
MCCNM 493: Mass Media Seminar	A	A	A	A	A	A	A	A	A	A	A	A
Electronic Media:												
MCCNM 318: Regulation of Electronic Media	I	I	I	I	I	I	I		I		I	I
MCCNM 320: Media Programming	A	A	I	A	A	I	I	A	I		I	I
MCCNM 336: Interactive Media	I	I	I	I	I	I	I			A	I	I
MCCNM 338: Global Communication	I	I	I	I	I	I	I				I	I
MCCNM 425: Audience Research Methodology	A	I	A	I	I	I	I				I	I
Integrated Communication:												
MCCNM 302: Advertising Copywriting	I	I	I	I	I	I	I	I	I		I	I
MCCNM 321: Public Relations Case Problems	I	I	I	I	I	I	I	I	I		I	I
MCCNM 422: Writing for Public Relations	A	A	A	A	A	A	A	A	A		A	A
MCCNM 425: Audience Research Methodology	I	I	I	I	I	I	I	I	I		I	I
MCCNM 430: Integrated Communications Campaigns	A	A	A	A	A	A	A	A	A		A	A
Journalism:												
MCCNM 301: Editorial Writing	I	I	I	I	I	I	I	I	I			
MCCNM 305: News and Feature Writing	I	I	I	I	I	I	I	I	I			
MCCNM 312: Publication Editing and Design	I	I	I	I	I	I	I	I	I		I	
MCCNM 350: Media Lab (TODAY)	B	B	B	I	I	I	I	I		I		
MCCNM 445: Reporting Public Affairs	I	I	I	I	I	I	I	I	I			

*Levels of proficiency indicated by B (beginning), I (intermediate), A (advanced)

±± Technological expertise and beginning presentation skills are developed in courses outside of the core, but within individual emphasis areas; future iterations of the curriculum map will flesh this out.

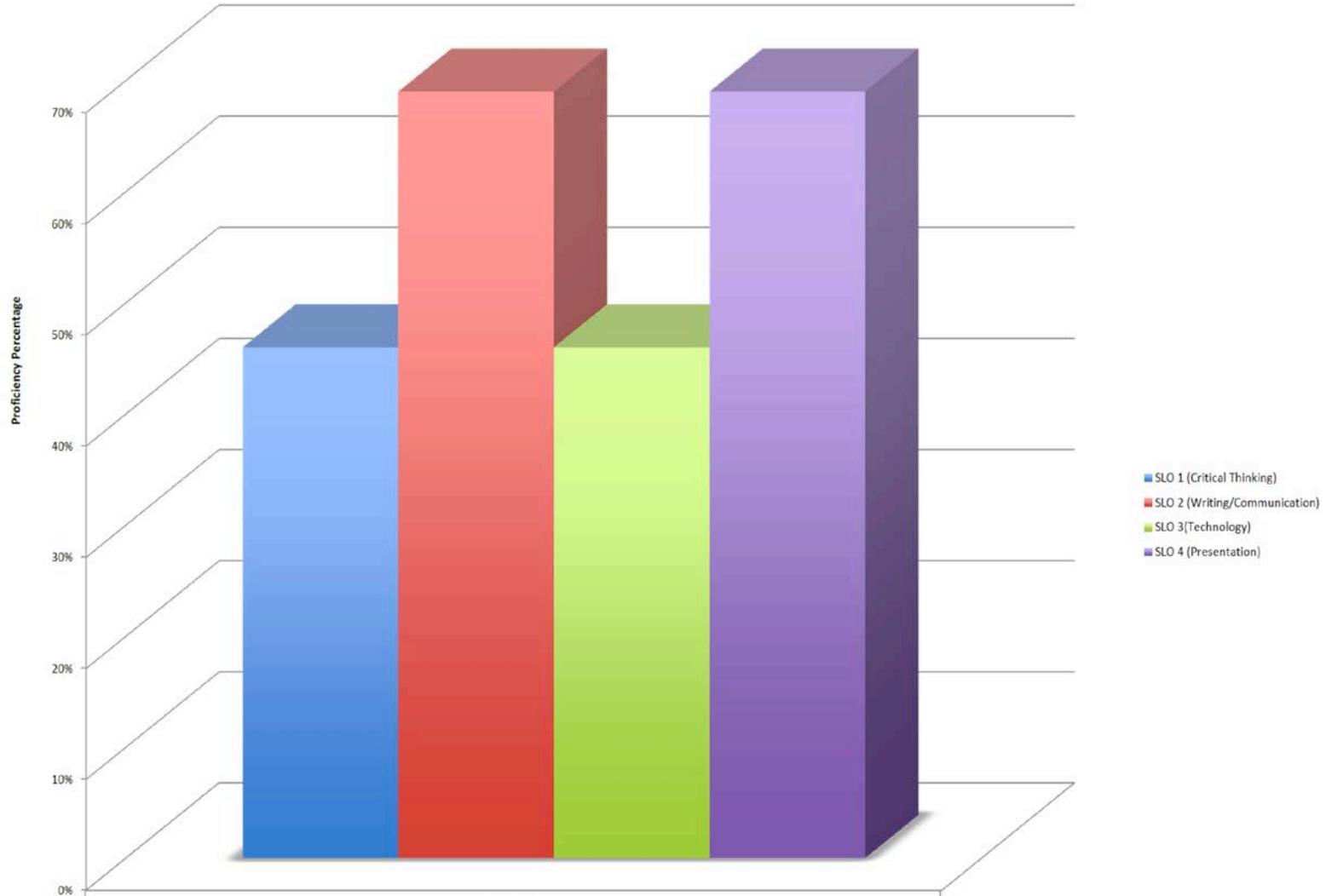
Appendix C: MCCNM SLO Trends



	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SLO 1 (Critical Thinking)	66%	0%	0%	38%	20%
SLO 2 (Writing/Communication)	83%	88%	56%	69%	80%
SLO 3 (Technology)	83%	94%	0%	56%	86%
SLO 4 (Presentation)	0%	83%	94%	0%	47%

Mass Communications Department Student Learning Outcomes

Appendix C: MCCNM SLO Fall 2018



	Fall 2018
SLO 1 (Critical Thinking)	46%
SLO 2 (Writing/Communication)	69%
SLO 3 (Technology)	46%
SLO 4 (Presentation)	69%

Mass Communications Department Student Learning Outcomes