



2021 Academic Program Assessment Report

Media Communication

Program current assessment plan here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/mass-comm-assessment-plan-2020.pdf

Program prior assessment report here:

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2020/report/mass-comm-assessment-report-2020.pdf

Report Completed By: Sam Lovato

Date Report Completed: May 12 2021

Faculty members involved in this Assessment: Sam Lovato, Jenna Lovato, Leticia Steffen

Media Communication reviewed a total of 22 portfolios from our MC 493 Senior Seminar course – spanning two semesters: Summer 2020 and Spring 2021. The department assessed two SLOs... **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 and **Presentation:** Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast). Students from each of the department's

Brief Statement of Program Mission and Goals:
The Media Communication department at CSU-Pueblo is an applied department designed to prepare graduates to work in the media industries. MC maintains a strong reputation in the region for graduates who are ready to enter the workforce with the skills and knowledge necessary to perform and excel. *CHASS Mission Statement: The mission of the College of Humanities and Social Sciences is to help students develop critical thinking skills, aesthetic awareness, and ethical perspectives, to provide them with the tools and expertise necessary to function as responsible citizens and professionals and to engage in intellectual and artistic pursuits. Faculty members are committed to high quality teaching, theoretical and applied research/scholarship/creativity, effective service to the University/the profession/the region, and to the innovative use of technology in these endeavors. The college strives to be a community of learners, teachers, and scholars responsive to the challenges of a diverse society, a vulnerable environment, and an increasingly technological and interdependent world.* The MC department is closely integrated with the CHASS mission statement. MC students are provided opportunities to engage in critical thinking while making aesthetic and ethical choices. Through a variety of laboratory and project-based exercises, students develop professional skills and strategies necessary to engage with their current and future colleagues in pursuit of professional goals and objectives. MC faculty members are committed to excellence in teaching, scholarly/creative endeavors, and service to the various publics that we serve. We are leaders in the use of innovative technology, especially those digital communication tools that connect us with compelling content and with each other.

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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.	B. When was this SLO last 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 program are planned based on this assessment?
Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.							
Writing/Communication: Students will write with clarity and organization, utilizing the proper format, writing mechanics and audience focus, in a manner that is professionally							

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.	Spring 2020	Review of technology artifacts included in student senior senior portfolios, rubric included	Sample of Media Communication majors enrolled in MC 493 Senior Seminar, summer 2020 and Spring 2021, 11 portfolios from each semester were reviewed, 22 total - approximately 66 artifacts were reviewed	75% proficiency or approximately 16 students (72.72%)	90% proficiency or 20 students	Our students are demonstrating sophisticated or developing abilities of technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline	Considering the proficiency percentage for this SLO, the department may consider dropping this SLO from the assessment plan, and adopting a replacement - the new SLO could potentially be centered around soft skills.
Presentation: Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).	Spring 2020	Review of presentation artifacts (live or for broadcast) included in student senior senior portfolios, rubric included	Sample of Media Communication majors enrolled in MC 493 Senior Seminar, summer 2020 and Spring 2021, 11 portfolios from each semester were reviewed, 22 total - approximately 22 artifacts were reviewed	75% proficiency or approximately 16 students (72.72%)	95% proficiency or 21 students	Our students are demonstrating sophisticated or developing command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).	Considering the proficiency percentage for this SLO, the department may consider dropping this SLO from the assessment plan, and adopting a replacement - the new SLO could potentially be centered around media literacy and diverse cultures and/or global/intercultural communication.
Comments on part I:	90% proficiency for application of technology is the highest SLO 3 percentage in the history of the department, 95% proficiency for presentation is the highest SLO 4 percentage in the history of the department, Professors Steffen and Ebersole have made a heavy impact in our MC 493 Senior Seminar course						
II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year 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 SLOs verbatim from the assessment plan, as above.	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?			
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.	Spring 2020	<i>For SLO 3, I am not sure that "encouraging" students is enough to elicit the kind of change needed to turn this around. I think changing the curriculum to require additional technology might be needed!</i>	Students were required in MC 493 to submit multiple technology artifacts, approximately 2-4 samples from each portfolio, resulting in over 60 technology artifacts being assessed	Increased proficiency percentage across all MC emphasis areas for this cycle of assessment			
Presentation: Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).	Spring 2020	<i>For SLO 4, it was better. Phrasing the instruction beyond just "making students better aware of the rubric" would be better.</i>	Instructors placed a heavy emphasis on presentation artifacts and the importance of including quality samples - extra efforts were applied to communicating rubric areas - increased priority on instructor expectations	Increased proficiency percentage across all MC emphasis areas for this cycle of assessment			
Comments on part II:	Professors Leticia Steffen and Samuel Ebersole were extremely successful instructors with these cohorts - obviously extra care and effort was placed on the student portfolios - requiring students to turn in multiple examples technology was paramount, we have also pushed our multimedia journalism students and strategic communication students to enroll in more applied/hands on courses... this resulted in more tech artifacts to assess. Both instructors worked hard at getting quality presentation products into the portfolios						

Appendix B: Department of Media Communication Curriculum Map

Department of Media Communication

Student Learning Outcomes Curriculum Map Media Communication Core Courses and Emphasis Areas) - Spring 2021

Media Communication Learning Outcomes													
	Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media ND related disciplines. (Outcome 1)			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. (Outcome 2)						Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline. (Outcome 3) ±±	Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal communication in front of an audience. (Outcome 4) ±±		
Media Communication Core Courses*	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
MC 101: Media and Society	B	B	B	B	B	B	B	B	B				
MC 215: Media Writing and Storytelling	B	B	B	I	I	I	I	B	B				
MC 245: Principles of Audio Video Production	B	B	B	I	I	I	I	B	B				
MC 338: Media and Diverse Cultures	B	B	B	I	I	I	I	B					
MC 411: Media Law and Ethics	I	I	I	I	I	I	I				I	I	I
MC 493: Mass Media Seminar	A	A	A	A	A	A	A	A	A		A	A	A

*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.									