Academic Program Assessment Report for AY 2023-2024

Program: Media & Entertainment

Date report completed: 7/1/2024

Completed by: Jon Pluskota, Chair

Assessment contributors (other faculty involved): Shahrzad Dadgar, Clifton Hyde, Kim Pluskota, Steve Henson (via MAE 499)

Please describe the 2023-2024 assessment activities and follow-up from prior years for your program below. Please complete this form for <u>each undergraduate major, and graduate program</u> (e.g., B.A., B.S., B.A.S., M.S., DNP, etc.) as well as stand-alone <u>minors, or certificates</u> 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 Associate Provost as an email attachment by June 1, 2024. 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:

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?
1. SLO1 Critical Thinking: Students will display critical thinking skills, conveying	AY 21-22	Assessed initially through pre-capstone course (490/492 - proposal and defense) and	AY 23-24 Total Ns 490*: FA = 9 SP = 8 499**: FA = 1 SP = 8	All students will be proficient. Proficiency is defined as	8 out of 9 students demonstrated the ability to convey complex ideas	The method of assessment examines the work of each student comprehensively –	We need to review our entire rubric and outcomes with our new 2-semester capstone process in place. We anticipated doing this during FA23, but the

complex ideas related to current issues and ethical expectations of mass media and related disciplines.		final assessment is through capstone course (499 - production and delivery)		80% or higher.	related to current issues and ethical expectations, however, the demonstration of such ability was synthesized across written final paper and defense of project. See notes on improvements needed. One student did not complete the project and paper in time (Incomplete).	across their final project, their final paper, and their final presentation. We are finding that students are able to demonstrate critical thinking skills, however, at a later timeframe in their education and after significant formative development. Students are also demonstrating critical thinking across written and verbal communication, and in their final project, but their strengths vary. This is not surprising considering the three learning styles (auditory, visual, tactile) to which we try to align and support in various ways.	changes were not formally approved and we wanted one more cycle of the experimental 2-semester approach. Critical thinking skills need to extend beyond current issues and ethical expectations to include assessment of critical thinking from conceptual development to final project delivery. This is an integral part of the 2 semester model. Perhaps one solution is to find a way to assess across two semesters, both formatively and summatively, to ensure 100% of students completing the cycle, succeed. We need to redevelop our rubric to address our new model and multimedia approach to demonstrating success in outcomes.
2. SLO2 Writing/Communication: Students will	AY 21-22	Assessed initially through pre-capstone course (490/492 -	AY 23-24 Total Ns 490*: FA = 9 SP = 8	All students will be proficient. Proficiency is	7 out of 9 students demonstrated the ability to	The 7 students demonstrated sufficient writing mechanics	APA style will continue to be enforced and we anticipate retinroducing a Theories & Research class in the required

| 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. | | proposal and defense) and final assessment is through capstone course (499 - production and delivery) | 499**: FA = 1 SP = 8 | defined as 80% or higher. | write utilizing the proper format, audience focus, and mechanics.

1 student's paper had numerous structural errors including failing to close the loop on the first part of the paper.

One student did not complete the project and paper in time (Incomplete). | according to specified format (APA), along with audience focus. One aspect that is not analyzed is adaptability of writing styles for different media (see notes on improvements).

The student who did not meet the minimum requirement had signficiant APA formatting issues. It does not necessarily indicated that they are not capable of writing so much as it shows an inability to read, synthesize, and adapt writing style to a specific format. | curriculum that will prepare students for longer form writing, structure, and synthesis of ideas.

Diversity in writing styles will need to be addressed by increasing writing across styles, if the department so chooses, throughout courses and integrating a way for students to demonstrate such writing across their capstone. We will be addressing this during FA24-SP24 assessment review. |

Comments on part I reporting:

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2023-2024 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?
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.	2022/2023	One consideration is to assess skills earlier in other courses, prior to entering senior capstone seminar. 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.	We are now requiring a Pre-Capstone course. We eliminated ARC 410 due to course structure and inadequate outcome measures, implementing MAE 492 and MAE 499 as a two semester, 4 credit capstone flow. We also instituted concentration-specific mentorship across our faculty.	We offered a trial version of the pre-capstone/capstone model during FA23 and SP24. With the exception of one student, the others took the option to extend capstone to a two semester process. This has worked well and allows us to use the pre-capstone as an early assessment and formative process to help students refine their KSAs to meet program outcomes. Their projects were significantly more complex, and it worked well especially with mentors in the specific areas. We do need to implement a better mentor/mentee tracking process given the new structure.
Presentation: Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal		We need to further delineate between presention 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.). Though the seminar course provides a guide for	This will be addressed in our revised rubric (see assessment notes from this year). Also, students present twice, once as a proposal defense and once as a final. Developing a conceptual 2-semester rubric is something we are	Presentations were better across the board. This could be due to the fact that their defense and final course/program success depends heavily on their defense (in the model of a Master's proposal-defense and final defense). We do need to look at a different model for presenting/defending so we can spend more

presentation in front of an audience (live or for broadcast).		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. Designing an outcome assessment relevant to the different concentrations should be considered (e.g. multimedia journalism outcome compared to production outcome).	considering but structurally, may require changes.	time on each student (currently limited to 20 minutes).

Comments on part II follow through:

We have adopted a continuous quality improvement (CQI) framework for curriculum and program adjustments. Annually, we are revieweing curriculum to ensure it is meeting objectives and is also aligning with our newly formed Profesisonal Advisory Council (PAC).

We need to review whether the pre-capstone and capstone should continue as 2 credits/2 credits or if we need to increase credits to 3/3, and add a .5 or 1 credit professional development courses to be taken alongside the capstone.

Regarding technology, we are still lacking in some areas. We have been slowly rebuilding our resources over three years and the hope is to have the rebuild completed by the end of year 5 (2025-26 AY).

NOTE: We do not have an adequate rubric to include. We are working on a rubric that meets the revised outcomes. Our assessment was based on formative and qualitiative summative review by faculty during the student's proposal defense and final project defense, paper, and presentation.

Degree Program Action Plan Update (from last Program Review)

Program/ Department/Person completing: B.S. Media & Entertainment, Jon Pluskota
Date of last program review: 2020   Date of next program-specific accreditation review (if applicable):
Date of this update: SU 2024   Dean's approval:

- Briefly summarize annual updates to the program status including major accomplishments and challenges.
- Be sure to include any program accreditation updates, where appropriate.

	Program Impact	Proposed actions (if applicable)
Accomplishments Description 1. 2 semester capstone instituted 2. Held first PAC	1. Improved project complexity and long-term project planning. 2. We were able to bring professionals from the industry to campus to review program, curriculum, resources, etc.	1. Continue to focus on delineating paper, project, and presentation towards each aspect highlighting the program outcomes. 2. Continue to do this annually, eventually integrate senior portfolios into PAC. Find way to create special internship opportunities with PAC members, if applicable
Challenges Description 1. Program staff support 2. Capstone proposal defense/assignments	1. Has resulted in faculty taking on excessive responsibilities to keep department and program afloat. Faculty do not have enough time to tend to class, scholarship, facilities, students, sales/community, and service. 2. Students can pass a defense but not pass the class if they do not complete certain pre-production assignments. This can delay student an entire semester.	1. Find resources to hire a facility engineer/tech and find resources to bring on sales/outreach coordinator/advisor 3. Finding a way to "I" their defense or offer an intersession short course for catch-up can help, in similar fashion to thesis course structure.

3. Professional development	3. Need stronger portfolio/professional development course to work on job search. Portfolio/resume building, cover-letter writing, networking, and life-after-college skills.	4. Create a separate 1 credit hour portfolio/PD class that mirrors the College & Career success FYE and is taken alongside capstone.
Program Accreditation updates or challenges	1. Held first Professional Advisory Council meeting in Maril 2024, received great feedback	1. Continue to hold a minimum of annual (perhaps virtual in December).

Indicate progress within the last year(s) on items from the current program action plan.

Specific Item from Action Plan	Progress made on Action Plan item (indicate when completed)	Recommendations and projected timeline for further action	Resources Needs update (current, reallocation, new)	Person Responsible for further action
Skills assessment in earlier courses	Need to determine if necessary	We need to evaluate if skills assessment earlier in program is necessary or if we can increase the diversity of deliverables in Capstone given the potential gap between intro classes and capstone. Does a portfolio review make sense as part of professional development? And how would that be graded (besides being used as an assessment tool).	Possible multi-course redesign.	Chair & Faculty
Separation of project, paper, and presentation	Significant progress has been made in the restructuring of capstone. Need to refine	Refine courses now that we are moving into year 2 of change	N/A	Capstone Faculty & Faculty Mentors
Design outcome assessments based on concentrations	In review. Not sure this needs to be done.	Revieiwing if outcomes need to be differentiated across concentrations or refined across the top of the curriculum. We believe a review of the SLOs would be the best first course of action.	Time	Chair & Faculty