Colorado State University – Pueblo Undergraduate & Graduate Program Assessment Report for AY 2011-2012   **Due: June 1, 2012**

Program:_MCCNM (Currently no difference between BS/BA; see notes in Column H, Learning Outcome Three)   **Date:** May 31, 2012

Completed by:__Leticia Steffen, associate professor__

Please complete this form for <u>each undergraduate, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department and return it to Erin Frew, <u>erin.frew@colostate-pueblo.edu</u> as an email attachment before June 1, 2012. You'll also find the form at the assessment website at <u>http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx</u>. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

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 last assessed?	C. What method was used for assessing the SLO? Please attach a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group.	E. What is the expected achievement level and how many students should be at it?	F. What were the results of the assessment?	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?
Learning Outcome One: Critical Thinking Student will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.	2010-2011	See Portfolio Assessment Review (below)	Students enrolled in MCCNM 493: Senior Seminar (6 samples of student work were evaluated as part of this assessment)	All students are expected to either meet or exceed expectations in critical thinking skills.	All 6 students met expectations. No students exceeded expectations and no students failed to meet expectations.	Students are meeting expectations in the area of critical thinking; however, no students are exceeding expectations, so some improvement in the area of critical thinking is desired.	We need to expand our curriculum map to determine what other courses (beyond the major core requirements) are designed to strengthen students' critical thinking skills. Once we expand the curriculum map, we need to ensure that all students are exposed to adequate critical thinking exercises within their emphasis area (electronic media, integrated communication or

							journalism) and make adjustments to course requirements to ensure that there is adequate exposure to critical thinking within each emphasis area.
Learning Outcome Two: 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.	This outcome has not been assessed in the past.	See Portfolio Assessment Review (below)	Students enrolled in MCCNM 493: Senior Seminar (6 samples of student work were evaluated as part of this assessment)	All students are expected to either meet or exceed expectations in writing.	Two students exceeded expectations. Four students met expectations. No students failed to meet expectations.	Students either met or exceeded expectations; no students failed to meet expectations. The results were what we expected, but we would like to see some growth in the "exceeds expectations" category.	These results are encouraging. We must continue to place an emphasis on writing skills within the major and across emphasis areas to ensure students continue to meet expectations.
Learning Outcome Three: Application of Technology Students will demonstrate technological expertise related to the specific	This outcome has not been assessed in the past.	See Portfolio Assessment Review (below)	Students enrolled in MCCNM 493: Senior Seminar (6 samples of student work were evaluated as part of this assessment)	All students are expected to either meet or exceed expectations in technological expertise.	Two students exceeded expectations. Four students met expectations. No students failed to meet expectations.	Students either met or exceeded expectations; no students failed to meet expectations. The results were what we expected, but we would like to see some growth in	These results are also encouraging. As a department, we are considering the possibility of using this outcome to distinguish between students earning a Bachelor of Arts vs. a Bachelor of Science degree. In the future, we may require students in

							the "exceeds expectations" category.	the B.S. program to attain a higher level of skill in technological expertise than students in the B.A. program.
emphasis area that is professionally competitive for an entry-level position in their discipline.								

Comments:

This year we did not evaluate Learning Outcome Four: Presentation - Students will demonstrate command of subject, organization of thought and skill at interpersonal communication in front of an audience (live or for broadcast). We would like to include a presentation component within student portfolios in the 2012-13 academic year.

B. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle 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?	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
Learning Outcome One Student will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of	2010-2011	We discontinued the use of the rubric that had been developed specifically for Learning Outcome One last year and planned to develop a broader-based rubric.	Yes – we developed a portfolio assessment review process that included a broader-based rubric that we used to evaluate pieces within student portfolios that reflected each of the three outcomes, including Learning Outcome One.	The assessment processed used this year provided us with a much broader perspective on student learning across three outcome areas so the change from evaluating just one outcome last year was very beneficial. Our next steps will be to make sure student portfolios include samples of each outcome area, including Learning Outcome Four.

mass media and related disciplines.				

Comments:

Department of Mass Communications and Center for New Media
Portfolio Assessment Review

Student Number: _____   Semester: _____

Section I: Content

The reviewer must check the student's portfolio to ensure that all the required content is included. Please write "yes" or "no" in the appropriate box.

Each portfolio must include at least seven examples of the student's work, specific elements include:

The essay paper/analysis assigned in MCCNM 493: Senior Seminar (the instructor will determine which paper assigned in that class counts as this element) - *this assesses Outcome #1: Critical Thinking*

At least four writing samples (these may include academic reports, newspaper/magazine stories or radio and television scripts*) - *these assess Outcome #2 Writing/Communication*

At least two samples of work created using emphasis-specific technology (these may include photos, graphic design—brochures, fliers, posters—or web design*) – *these assess Outcome #3: Application of Technology*

*At least one sample from either of these areas should include an embedded video of a student presentation – *this assesses Outcome #4: Presentation*

Each work sample should be dated and should include the name of the class in which it was created.

Section II: Learning Outcomes Assessment

Reviewers must assess the level of mastery each student has achieved in the learning outcomes developed by the Department of Mass Communications and Center for New Media. Please review each department learning outcome then check the appropriate artifacts from the portfolio to determine if the student exceeds expectations, meets expectations or fails expectations in each outcome area.

Outcome #1: Critical Thinking   **Exceeds, Meets, Fails***

Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.

Outcome #2: Writing/Communication

Students will write with clarity and organization, utilizing the proper format, writing mechanics and audience focus in a manner professionally competitive for an entry-level position in the discipline.

Outcome #3: Application of Technology

Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an level position in their discipline.

Outcome #4: Presentation

Students will demonstrate command of subject, organization of thought and skill at interpersonal communication in front of an (live or for broadcast).

Summary/additional comments:

_____   _____

Reviewer's name (printed)   Date

*Scoring Guidelines:

Learning Outcome One: Student will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.
Exceeds: Student displays advanced critical thinking skills and conveys multiple complex ideas related to current issues and ethical expectations of mass media and related disciplines
Meets: Student displays critical thinking skills and conveys complex ideas related to current issues and ethical expectations of mass media and related disciplines
Fails: Student does not display critical thinking skills nor does the student convey complex ideas related to current issues and ethical expectations of mass media and related disciplines

Learning Outcome Two: 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.
Exceeds: Student writing samples are comparable to entry-level professional writing with little editing required
Meets: Student writing samples convey entry-level professional writing skills with some editing required. *Fails:* Student writing samples are not suitable as entry-level professional writing and require extensive editing

Learning Outcome Three: Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline.
Exceeds: Student work displays significant technological expertise that is highly competitive beyond the entry level in their discipline
Meets: Student work displays adequate technological expertise that is competitive at the entry level in their discipline
Fails: Student work does not display adequate technological expertise and is not competitive at even the entry level in their discipline

Learning Outcome Four: Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience.
Exceeds: Student demonstrates advanced skills in conveying command of subject, organization of thought, and presentation ease
Meets: Student demonstrates adequate skills in conveying command of subject, organization of thought, and presentation ease
Fails: Student lacks adequate skills in conveying command of subject, organization of thought, and presentation ease

Department of Mass Communications and Center for New Media
Student Learning Outcomes Curriculum Map (Mass Communications core courses) - May 2012

	Mass Communications Learning Outcomes												
	Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and 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**) ±±		
Mass Communications 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
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

*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