

Program: Mass Communications & Center for New Media

Date: June 12, 2013

Completed by: Samuel Ebersole, Chair

Assessment contributors (other faculty involved in this program's assessment): Armstrong, Bregar, Lovato, Steffen

Please complete this form for each undergraduate, 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, and return it to Erin Frew, erin.frew@colostate-pueblo.edu as an email attachment before June 1, 2013. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/Resources/Pages/default.aspx>. 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 include 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	2011-2012	See Portfolio Assessment Form (attached)	Students enrolled in MCCNM 493: Senior Seminar (6 students randomly selected from the	All students are expected to either meet or exceed expectations in critical thinking skills.	Four students met expectations and two students need improvement. No	Students are performing at or slightly below expectations. None were found to be unacceptable and none exceeded expectations. There is some	We would like to have a second year using the current scale/rubric before making significant changes to respond to what might be random measurement error. With that said, we will continue to integrate

current issues and ethical expectations of mass media and related disciplines.			class)		students were unacceptable, nor did any exceed expectations .	concern that the modification of the scale/rubric from last year (change from 3-4 ratings categories) may explain the small dip in performance from last year.	critical thinking exercises and assessment in the core and emphasis area courses. Our goal is to have all students meeting or exceeding expectations.
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.	2011-2012	See Portfolio Assessment Form (attached)	Students enrolled in MCCNM 493: Senior Seminar (6 students randomly selected from the class)	All students are expected to either meet or exceed expectations in writing.	One student needs improvement, three students meet expectations , and two students exceed expectations .	Students are performing at or slightly above expectations. One needs improvement and two exceeded expectations. There is some concern that the modification of the scale/rubric from last year (change from 3-4 ratings categories) may explain the very small change that resulted in one student needing improvement this year.	We would like to have a second year using the current scale/rubric before making significant changes to respond to what might be random measurement error. With that said, we will continue to integrate written communication exercises and assessment in the core and emphasis area courses. Our goal is to have all students meeting or exceeding expectations.
Learning Outcome Three: Application of	2011-2012	See Portfolio Assessment Form (attached)	Students enrolled in MCCNM 493: Senior	All students are expected to either meet	Two students need improvement	Students are performing at or slightly below expectations. None	We would like to have a second year using the current scale/rubric before making significant

Technology Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline.			Seminar (6 students randomly selected from the class)	or exceed expectations in technological expertise.	t, three students meet expectations, and one student exceeds expectations.	were found to be unacceptable and only one exceeded expectations. There is some concern that the modification of the scale/rubric from last year (change from 3-4 ratings categories) may explain the small dip in performance from last year.	changes to respond to what might be random measurement error. With that said, we will continue to integrate technology-related exercises and assessment in the three applied elective courses required of all majors. Our goal is to have all students meeting or exceeding expectations. In addition, we are beginning the process of changing the MCCNM curriculum regarding the BS degree requirements.
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Comments: Once again 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 are still exploring ways to accomplish this goal with the large number of seniors that we have each 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	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?
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assessment plan.				
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.	2011-2012	To expand the curriculum map to determine what other courses (beyond the major core requirements) are designed to strengthen students' critical thinking skills, and to ensure that students in each emphasis area are exposed to adequate critical thinking exercises.	Not entirely. Some courses were identified as having potential to introduce new assignments and assessments related to critical thinking skills but there was limited implementation during 2012-2013. Part of the reason for the incomplete implementation was the change in the position of department chair and the loss of several faculty positions. Unfilled faculty positions, adjuncts and visiting professor positions have not been conducive to the process of tweaking the curriculum to address these concerns.	As was explained earlier, we are unsure if the limited implementation or changes to our measurement process explains the small decrease of Critical Thinking skills.
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	2011-2012	Continue to place an emphasis on writing skills within the major and across the emphasis areas.	Yes	With the change to the scale/rubric we are unsure if the slightly lower performance is an indication of success or failure of our current approach. With another year of data we hope to have more conclusive evidence.

position in the discipline.				
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.	2011-2012	In the future we may require students in the BS program to attain a higher level of skill in technological expertise than students in the BA program.	Yes, changes are being made to the curriculum for students earning a BS in MCCNM. In the future (pending approval of the CAPB), students requiring a BS will need to complete a course in statistics. While quantitative reasoning, specifically statistics, may not appear to be immediately relevant to technological competency, we would like to expand the definition of technological competence to include the ability to process and analyze data.	The change to the BS curriculum will not take place until this coming year (2013-2014). We plan to assess the outcome of this LO in the next assessment cycle.

Comments:

Portfolio Assessment Form

Student Number _____

Semester _____

The reviewer must check the student's portfolio to ensure that all the required content is included. Please check the appropriate box to indicate that the content is included in the portfolio.

Each portfolio must include at least seven examples of the student's work. Each work sample should be dated and should include the name of the class in which it was created.

☐ 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 assignments, research papers, 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 work created for print design, web design, or audio/video projects).

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

*Outcome 4 is not included in the 12-13 assessment effort

Portfolio Assessment Form

Student Number _____

Semester _____

Outcome #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.

1 2 3 4

Outcome #2: 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.

1 2 3 4

Outcome #3: 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.

1 2 3 4

Outcome #4: Presentation (not in 2012-2013 assessment)

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

1 2 3 4

Total Points:

Summary/additional comments:

Reviewer's name (printed)

Date

*Rating Key: 1 = Unacceptable 2 = Needs Improvement 3 = Meets Expectations 4 = Exceeds Expectation