

Colorado State University – Pueblo Academic Program Assessment Report for AY 2013-2014**Due: June 2, 2014****Program:** Mass Communications & Center for New Media, BA & BSDate: June 2, 2014**Completed by:** Samuel Ebersole, Chair**Assessment contributors (other faculty involved in this program's assessment):** Steffen, Lovato, Free

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 2, 2014. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2013-2014 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2014-2015 based on the assessment process. In Part II, please describe activities engaged in during 2013-2014 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2012-2013. 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?	B. When was this SLO last assessed?	C. What method was used for assessing the SLO?	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 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?

<p>Learning Outcome Two: Writing/Communication</p> <p>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.</p>	2012-2013	See Portfolio Assessment Form (attached)	Students enrolled in MCCNM 493: Senior Seminar (16 students randomly selected from the fall 2013 and spring 2014 classes)	All students are expected to either meet or exceed expectations in writing.	Four students exceed expectations, ten students met expectations, and two students need improvement. No students were unacceptable.	Students are performing at or slightly above expectations. None were found to be unacceptable. We are encouraged that students are showing adequate levels of accomplishment in the core skill of written communication.	One experiment this year was the use of a self-directed course from Poynter News University. The course, <i>Language Primer: Basics of Grammar, Punctuation and Word Use</i> , was a requirement in the Intro to Journalism (MC 201) and Copy Editing (MC 311) courses. 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.
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<p>Learning Outcome Three: Application of Technology</p> <p>Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline.</p>	2012-2013	See Portfolio Assessment Form (attached)	Students enrolled in MCCNM 493: Senior Seminar (16 students randomly selected from the fall 2013 and spring 2014 classes)	All students are expected to either meet or exceed expectations in technological expertise.	One student needs improvement, thirteen students meet expectations, and two students exceed expectations.	Students are generally performing at expected levels. None were found to be unacceptable and only one needs improvement.	Applied electives, which are required of all MCCNM majors, are where most of the related technology skills are presented and practiced. We will continue to refine course objectives and assignments to more effectively promote technological competence across the three emphasis areas.
<p>Learning Outcome Four: Presentation</p> <p>Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).</p>	This is the first time assessing this SLO.	See Presentation Rubric (attached)	Students enrolled in MCCNM 336, 338, and 493. (12 students randomly selected from the fall 2013 and spring 2014 classes)	At least 80% of students are expected to either meet or exceed expectations in presentation skills.	Two faculty members evaluated twelve student presentations. Ten students scored a composite score of 7 or more (out of 9). One student scored five and the other scored six. The effective "meet or exceed" rate was 83%.	This is the first year that we evaluated SLO #4: Presentation. We are generally satisfied with the initial results but will wait for further analysis until we have additional data. One thing noted was that the rubric was not applied uniformly because the assignment was not consistent across multiple classes.	The assignment to be assessed will require some modifications before the next assessment cycle. Students need additional instruction and explanation regarding the expectations for SLO #4 so that our assessment can be applied more effectively. Also, the rubric needs review and revision to more effectively define the qualities we associate with interpersonal presentation skills in a MCCNM context.

Comments:

II. 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? Please indicate the semester and year.	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 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.	2012-2013	“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.”	Yes, we continued to incorporate exercises designed to strengthen written communication skills. One experiment this year was the use of a self-directed course from Poynter News University. The course, <i>Language Primer: Basics of Grammar, Punctuation and Word Use</i> , was a requirement in the Intro to Journalism (MC 201) and Copy Editing (MC 311) courses.	Any measurable change was too small to clearly indicate an effect in this assessment cycle. However, because the Poynter course was offered to first and third-year students, we may not see measurable effect until students reach their fourth year and the Senior Seminar class.

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.	2012-2013	<p>“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 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.”</p>	<p>Yes, we continue to emphasize technology skills in the Applied Elective courses. We also received approval for our BS degree student requirement of MATH 156 (Intro to Statistics) beginning with incoming students in fall 2014. We will not see any effect of this change for several years.</p>	<p>We saw small gains in the technology skills of senior level students. As mentioned, we will not expect to see the effects of the BS degree curriculum change for several years.</p>
Learning Outcome Four Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).	This SLO had not been previously assessed	NA	NA	NA

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

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. (not included in the 2013-2014 assessment effort)

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

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:

Reviewer's name (printed)

Date

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

Outcome 4:

Outcome

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

Strategy

The autobiography assignment in MCCNM 493: Senior Seminar provides students with an opportunity to display their presentation skills. All seniors are required to take the 493 course, so selecting this assignment as one tool for assessment allows the department to get a representative sample of senior-level work.

Assessment Method(s)

Student presentations will be randomly selected from the fall and spring MCCNM 493 course by the faculty instructor of the course. The instructor will copy the assignments of every fourth or fifth name from the fall and spring rosters, ensuring a sample of eight presentations to evaluate. Two faculty representing different emphasis areas in the department will view the presentations and evaluate them using the following rubric:

**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).

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 on 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	No gestures are noticed	Few gestures or distractive gesturing	Occasional gesturing but not natural	Natural hand gestures are demonstrated
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 topic	Demonstrates a strong positive feeling about topic during entire presentation
Vocalized Pauses (uh, well uh, um)	Excessive pauses are noticed	Many are noticed	Some are noticed	Few vocalized pauses noticed
Content				
Organization	Audience is unable to follow the presentation	Weak organization of content	Organization is present, but not effective use of organizing structure	Clearly explains the subject using effective organizational structure
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 keeps 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

Total: _____

Criterion:

At least 80% of the presentations must demonstrate proficiency in the presentation outcome.