Colorado State University – Pueblo Academic Program Assessment Report for AY 2014-2015   **Due: June 1, 2015**

 Program: Mass Communications & Center for New Media, BA & BS   **Date:**   June 3, 2015

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

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 submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 1, 2015. You'll also find the form at the assessment website at http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. 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(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 program are planned based on this assessment?
Learning Outcome One: Critical Thinking Students will	Fall 2012 and spring 2013	Critical thinking essay. See attached rubric	Students enrolled in MCCNM 493: Senior Seminar (16 students	70% of students are expected to score an 8 or better.	Assessment of 16 critical thinking essays resulted in 6 students	The poor performance of this group of students is cause for concern. Recent changes in the faculty--with	We would like to try to establish a baseline measurement for critical thinking (and demonstration of critical thinking in writing). We're hoping that standardized data collected in recent years by the

display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.			randomly selected from the fall 2014 and spring 2015 classes)		scoring 8 or better on a 0-12 scale (mean = 7.13), for a 37.5% "pass" rate. This was far short of the anticipated threshold of 70% scoring 8 or better. (All scores were mean scores of two reviewers)	increased reliance on temporary faculty positions the past several years--may be a factor. We're also wondering if our expectations are realistic (see column H). And finally, it may be that critical thinking and the ability to express critical thinking in an essay format are two significantly different skills. If so, is it possible to assess them independently?	Assessment Office can be analyzed to provide data about MCCNM majors or, at least, CHASS students. Without that we are unsure if our rubric is based on realistic expectations. In addition we plan to incorporate critical thinking exercises in our MCCNM core classes, especially MC 101, 201, 210 and 220. We would welcome suggestions regarding exercises that others have found to be effective. We're also considering a major overhaul to our major requirements, getting rid of emphasis areas and substituting requirements in three areas: Concepts, Structures, and Applications. Courses in the Concepts category would be more theoretical in nature and would require increased levels of critical thinking. This change (submitted fall 2016 for implementation in fall 2017) may provide an opportunity to revise course offerings to better address critical thinking on the part of our majors.
Learning Outcome Three: Application of Technology Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for	Fall 2013 and spring 2014	Senior seminar portfolio. See attached rubric	Students enrolled in MCCNM 493: Senior Seminar (16 students randomly selected from the fall 2014 and spring 2015 classes)	70% of students are expected to score an 8 or better.	Assessment of 16 portfolios resulted in 13 students scoring 8 or better on a 0-12 scale (mean = 8.84), for an 81.3% "pass" rate. Three students	We continue to be encouraged by the technological expertise demonstrated by our students. However, we also noted significant disparity between the top and bottom of the range.	No changes are planned at this time except for the curriculum overhaul mentioned above. Our one concern is that the full range of Applications courses contain sufficient technological training to continue to meet this LO.

an entry-level position in their discipline.					scored just under 8, and one student scored 6.5 (All scores were mean scores of two reviewers)		

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 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.	Spring 2013	In the 2013 report we asked for a second year to determine a baseline for this criterion. Since LO #1 was not assessed in 2014, this year was the second year. With a second round of poor performance it is apparent that we need to address deficiencies in critical thinking and the demonstration of that in writing.	NA	NA
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.	Spring 2014	In 2012-2013 we made use of a self-directed course from Poynter News University. The course, *Language Primer: Basics of Grammar, Punctuation and Word Use*, 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.	While the Poynter exercise was a one-time event, we continue to implement written communication exercises in the core and emphasis courses.	Because this criterion was not assessed this year we are unable to determine the effectiveness of our current approach, but will revisit this criterion in 2015-2016.

Learning Outcome Three: 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 2014	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.	Yes	The performance of students in the area of Application of Technology continues to be at or above our level of expectation. We will continue to provide instruction that helps students develop and master tech skills that are relevant to career and workplace demands.
Learning Outcome Four: 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 2014	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.	We are currently reviewing the best way to measure/assess presentation skill. We are looking for assignments in each of the emphasis areas where presentations can be recorded for review and assessment. And finally, the rubric is still in process of review/revision.	Because this criterion was not assessed this year we are unable to determine the effectiveness of our current approach, but will revisit this criterion in 2015-2016.

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   1   2   3   4
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   1   2   3   4
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 #3: Application of Technology   1   2   3   4
Students will demonstrate technological expertise related to the specific
emphasis area that is professionally competitive for an entry-level
position in their discipline.

Outcome #4: Presentation   1   2   3   4
Students will demonstrate command of subject, organization of thought
and skill at interpersonal communication in front of an audience (live or
for broadcast).

Total Points:

_____   _____

Reviewer's name (printed)   Date

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

Outcome 1:

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

Strategy: The media analysis assignment in MCCNM 493: Senior Seminar provides students with an opportunity to display their critical thinking skills by conveying complex ideas related to current issues in mass communications. Students also must convey ethical expectations of mass media and related disciplines in this assignment. 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)

Media analysis papers 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 third or fourth name from the fall and spring rosters, ensuring a sample of eight papers (sixteen total) to evaluate. The students' names will be removed from the papers before they are given to the faculty evaluators. The course instructor will not serve as an evaluator for this assessment exercise. Two faculty representing different emphasis areas in the department will read the papers and evaluate them using the following rubric:

Mass Communications Department Assessment Rubric
MCCNM 493Critical Thinking Outcomes Evaluation Sheet

Paper Number:_____   Scorer:_____

MCCNM Department Learning Outcome 1: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical implications of mass media and related disciplines.

	0	1	2	3
A. Identify and convey complex ideas related to current issues in mass media				
B. Analyze and evaluate arguments and positions				
C. Make informed and logical conclusions and judgments				
D. Evaluate ethical implications related to the mass media				

Total:_____

A. Identify and convey complex ideas related to current issues in mass media

3: The paper demonstrates sophisticated abilities to identify and convey complex ideas related to current issues in mass media.

2: The paper demonstrates developing abilities to identify and convey complex ideas related to current issues in mass media.

1: The paper demonstrates underdeveloped abilities to identify and convey complex ideas related to current issues in mass media.

0: The paper fails to identify and convey complex ideas related to current issues in mass media.

B. Analyze and evaluate arguments and positions.

3: The paper demonstrates sophisticated abilities to analyze and evaluate arguments and positions.

2: The paper demonstrates developing abilities to analyze and evaluate arguments and positions

1: The paper demonstrates underdeveloped abilities to analyze and evaluate arguments and positions.

0: The paper fails to analyze and evaluate arguments and positions.

C. Make informed and logical conclusions and judgments.

3: The paper demonstrates sophisticated abilities to make informed and logical conclusions and judgments.

2: The paper demonstrates developing abilities to make informed and logical conclusions and judgments.

1: The paper demonstrates underdeveloped abilities to make informed and logical conclusions and judgments.

0: The paper fails to make informed and logical conclusions and judgments.

D. Evaluate ethical implications related to the mass media

3: The paper illustrates sophisticated abilities to evaluate ethical implications related to the mass media.

2: The paper illustrates developing abilities to evaluate ethical implications related to the mass media.

1: The paper illustrates underdeveloped abilities to evaluate ethical implications related to the mass media.

0: The paper fails to evaluate ethical implications related to the mass media.

Scores of the two faculty evaluators will be averaged to determine each student's overall score on the assignment.

Criterion:

At least 70% of the students must score at 8 or higher, demonstrating that the majority of seniors in the department are displaying developing abilities or higher in the critical thinking outcome.

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.

Strategy: The student portfolio assignment in MCCNM 493: Senior Seminar provides students with an opportunity to collect and present samples that demonstrate their mastery of technological skills developed during prior coursework. 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 portfolios will be randomly selected from the fall and spring MCCNM 493 course by the faculty instructor of the course, ensuring a sample of eight portfolios (sixteen total) to evaluate. Two faculty, representing different emphasis areas in the department, will review the portfolios (specifically components that represent the application of technology) and evaluate them using the following rubric:

Mass Communications Department Assessment Rubric
MCCNM 493 Application of Technology Evaluation Sheet

Portfolio:_____   Scorer:_____

MCCNM Department Learning Outcome 3: Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline**.**

	0	1	2	3
A. Identify and use technology that is appropriate to the communication objective				
B. Demonstrate advanced knowledge of the particular technological device or tool				
C. Make design choices with an understanding of aesthetics and usability				
D. Optimize the product for the appropriate delivery system				

Total:_____

A. Identify and use technology that is appropriate to the communication objective

3: Portfolio items demonstrate sophisticated abilities to identify and select appropriate technological tools suitable to the communication objective.

2: Portfolio items demonstrate developing abilities to identify and select appropriate technological tools suitable to the communication objective.

1: Portfolio items demonstrate underdeveloped abilities to identify and select appropriate technological tools suitable to the communication objective.

0: The portfolio fails to identify and select appropriate technological tools suitable to the communication objective.

B. Demonstrate advanced knowledge of the particular technological device or tool

3: Portfolio items demonstrate sophisticated knowledge of the particular technological device or tool.

2: Portfolio items demonstrate developing knowledge of the particular technological device or tool.

1: Portfolio items demonstrate underdeveloped knowledge of the particular technological device or tool.

0: The portfolio fails to demonstrate knowledge of the particular technological device or tool.

C. Make design choices with an understanding of aesthetics and usability

3: Portfolio items demonstrate sophisticated abilities to make design choices with an understanding of aesthetics and usability.

2: Portfolio items demonstrate developing abilities to make design choices with an understanding of aesthetics and usability.

1: Portfolio items demonstrate underdeveloped abilities to make design choices with an understanding of aesthetics and usability.

0: The portfolio fails to make design choices with an understanding of aesthetics and usability.

D. Optimize the product for the appropriate delivery system

3: Portfolio items illustrate sophisticated abilities to optimize the product for the appropriate delivery system.

2: Portfolio items illustrate developing abilities to optimize the product for the appropriate delivery system.

1: Portfolio items illustrate underdeveloped abilities to optimize the product for the appropriate delivery system.

0: The portfolio fails to optimize the product for the appropriate delivery system.

Scores of the two faculty evaluators will be averaged to determine each student's overall score on the assignment.

Criterion:

At least 70% of the students must score at 8 or higher, demonstrating that the majority of seniors in the department are displaying developing abilities or higher in the application of technology outcome.