

Colorado State University – Pueblo Academic Program Assessment Report for AY 2015-2016

Program: Mass Communications (BA & BS)

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Please describe the 2015-2016 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2016-2017 based on the assessment process. In Part II, please describe activities engaged in during 2015-2016 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2014-2015. 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? Please indicate the 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.	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?
SLO2 Writing/Communication: Students will write with clarity and organization, utilizing the proper format,	Spring 2014	Rubric used to score student writing from portfolios (see at end of document and in assessment plan)	16 graduating seniors (8 from fall semester; 8 from spring semester)	All students should be proficient in writing/communication	Nine out of the 16 students were found to be proficient in the writing/communication SLO	The results did not meet our expectations. We believe several factors contribute to this: students need more specific instruction on	We are investigating the possibility of changing our curriculum so that all students are exposed to more courses with strong writing/communication and critical thinking (from last year) components. Next

writing mechanics and audience focus, in a manner that is professionally competitive for an entry-level position in the discipline.						appropriate writing samples to include in their portfolios, many students included writing that did not reflect work specific to a mass communications field, so scores were low; in addition, the department has been experiencing the impact of having visiting professors and adjuncts teaching several of our required courses, we feel that once we have hired tenure-track faculty in these positions, with the necessary expertise, the student learning will improve. Finally, some questions were raised about how accurately and fairly the faculty evaluated the student work as there were discrepancies between the scores of the two faculty raters. Next year, the	year, we will also have faculty evaluators work more closely together in doing the assessment of student work, so there is better consistency in scoring and so we can discuss the results in a more meaningful way as a department.
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						two faculty rating student portfolio work should discuss their results to make sure the evaluations are consistent.	
SLO4 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	Rubric used to score presentations from portfolios (see at end of document and in assessment plan)	16 graduating seniors (8 from fall semester; 8 from spring	All students should be proficient in the presentation SLO	15 out of 16 students were found to be proficient in the presentation SLO	Only one student was not proficient in the presentation SLO. It was obvious that the student did not understand what to include in the portfolio as a presentation, so more specific instructions must be given to students so they submit appropriate work in their portfolios.	Students did fairly well in the SLO this year. The main change needed is to better instruct students as to what an appropriate presentation would be to include in the portfolio.

Comments: The results of our assessment in SLO 2 were particularly disappointing this year; however, we feel that these findings may give us more evidence to support moving away from emphasis areas and making sure all students are given a balanced education across the departments four student learning outcomes. With the hiring of three tenure-track faculty, we should be able to focus on meaningful ways to improve student learning through changes in our program, leveraging the strengths of the faculty.

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?
SLO2 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	"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."	The Poynter course was not adopted for future use after the pilot in 2014, in part because of financial considerations but also because the course was not as comprehensive as we had hoped. Efforts to integrate written communication exercises and assessment in core and emphasis area courses have not been made in a consistent way, in part because of the lack of stability we have had with faculty teaching some of these courses (visiting, adjunct).	We are in the process of hiring three tenure-track faculty to fill the positions that utilized visiting or adjunct professors over the past three years. With these new people in place, we plan to develop a strategy as a department that will strengthen student learning in writing/communication. One of the ideas we've discussed (mentioned in last year's assessment report) is the possibility of modifying our curriculum to remove emphasis areas and focus on "concepts," "structures" and "applications." We feel that students will potentially be given a more rounded education in critical thinking/theory (concepts), writing/communication (structures) and technology (application), strengthening student learning in all four of our SLO areas.
SLO4 Presentation: Students will demonstrate command of	Spring 2014	"The assignment to be assessed will require some modifications before the next assessment cycle. Students need additional instruction and explanation regarding the	Unfortunately, the recommendations from this year's (2016) assessment of this SLO seem to mirror the recommendations from two	With the hiring of three tenure-track professors, we should be able to focus more attention on the need to provide more direction to students and the need to review and revise the rubric used to evaluate this

subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).		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."	years ago, so we did not have the conversation (as a department) that we needed to have to improve student performance in this area. Again, part of the blame for this may be because we were working with several visiting/adjunct professors and trying to cover the courses that needed to be covered rather than focusing on making improvements to our program.	SLO. Also, a potential change away from emphasis areas should help ALL students in the program perform more proficiently in all of the SLO areas.
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Comments: We are looking forward to having a department at full strength again in 2016-2017, with tenure-track faculty who can work together to improve student performance across all of our SLOs.

Mass Communications Department Assessment Rubric
Student Learning Outcome 2: Writing/Communication
2016

Paper Number: _____

Scorer: _____

MCCNM Department Learning Outcome 2: 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.

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
A. Write with clarity and organization				
B. Utilize proper format and writing mechanics				
C. Convey appropriate audience focus				
D. Write in a professionally competitive manner for an entry-level position in the discipline				

Total: _____

A. Write with clarity and organization

- 3: The paper demonstrates sophisticated abilities to write with clarity and organization.
- 2: The paper demonstrates developing abilities to write with clarity and organization.
- 1: The paper demonstrates underdeveloped abilities to write with clarity and organization.
- 0: The paper fails to demonstrate abilities to write with clarity and organization.

B. Utilize proper format and writing mechanics

- 3: The paper demonstrates sophisticated abilities to utilize proper format and writing mechanics.
- 2: The paper demonstrates developing abilities to utilize proper format and writing mechanics.
- 1: The paper demonstrates underdeveloped abilities to utilize proper format and writing mechanics.
- 0: The paper fails to utilize proper format and writing mechanics.

C. Convey appropriate audience focus

- 3: The paper demonstrates sophisticated abilities to convey appropriate audience focus.
- 2: The paper demonstrates developing abilities to convey appropriate audience focus.
- 1: The paper demonstrates underdeveloped abilities to convey appropriate audience focus.
- 0: The paper fails to convey appropriate audience focus.

D. Write in a professionally competitive manner for an entry-level position in the discipline

- 3: The paper illustrates sophisticated abilities to write in a professionally competitive manner for an entry-level position in the discipline.
- 2: The paper illustrates developing abilities to write in a professionally competitive manner for an entry-level position in the discipline.
- 1: The paper illustrates underdeveloped abilities to write in a professionally competitive manner for an entry-level position in the discipline.
- 0: The paper fails to write in a professionally competitive manner for an entry-level position in the discipline.

**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: _____