

Program: Mass Communications – BA/BS

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

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 that level?	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?
SLO 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.	Spring 2015	Paper assigned in MCCNM 493: Senior Seminar was evaluated using the rubric found at the end of our assessment plan	A total of 16 students -- eight students randomly selected from fall 2016; eight students randomly selected from spring 2017.	According to our assessment plan, all students (100 percent) assessed should demonstrate proficiency in this SLO.	Six out of the 16 students assessed (about 38 percent) were proficient in this SLO.	Student performance was well below department expectations in this SLO. This is fairly consistent with previous assessment results and suggests the need to adopt program	The MCCNM 493: Senior Seminar course will be taught by a different faculty member in 2017-2018. The faculty member taking over the course plans to incorporate a variety of critical thinking assignments throughout the semester, culminating in the final assignment that will be assessed. In the previous cycle when we assessed this SLO, we expressed the need to try establishing a

						changes/improvements.	<p>“baseline” of critical thinking skills for our incoming students in the hopes that we could have a better sense of whether our students are demonstrating some improving in critical thinking or not. This is something we would still like to pursue, perhaps using any available assessment data gathered from general education courses campuswide and administering similar critical thinking assessments to our senior students.</p> <p>The mass communications department in the upcoming year will be moving forward in creating a mass communications alumni club (strong support for this exists among our alumni), and we hope to bring more alumni into our assessment process, perhaps providing some professional insights on how we may improve student learning in different outcome areas.</p>
SLO 2: Writing/Communication: Students will write with clarity and organization, utilizing proper format, writing mechanics and	Spring 2016	Portfolio including at least two writing samples (submitted in MCCNM 493: Senior Seminar	A total of 16 students -- eight students randomly selected from fall 2016; eight students	According to our assessment plan, all students (100 percent) assessed should demonstrate	11 out of 16 students assessed (about 69 percent) were proficient in this SLO.	Student performance was below department expectations in this SLO.	Although students assessed in this writing SLO fared better than students assessed in SLO 1, department expectations still were not met. One of the evaluators of our report last year suggested that our expectation of having all students demonstrating proficiency may be unreasonable.

audience focus, in a manner that is professionally competitive for an entry-level position in the discipline.		course); writing samples were evaluated using the rubric found at the end of our assessment plan	randomly selected from spring 2017	proficiency in this SLO.			<p>This is something we need to discuss at an upcoming department meeting.</p> <p>To continue addressing the lackluster writing skills of our students, we are considering ramping up our main introductory writing course (MCCNM 201: Introduction to Journalism), capping the class at 20 (rather than 45) and offering multiple sections to allow for more personalized writing instruction. This is something we will discuss at an upcoming department meeting.</p> <p>The mass communications department in the upcoming year will be moving forward in creating a mass communications alumni club (strong support for this exists among our alumni), and we hope to bring more alumni into our assessment process, perhaps providing some professional insights on how we may improve student learning in different outcome areas.</p>
SLO 3: Students will demonstrate technological expertise related to the specific emphasis area	Spring 2015	Portfolio including at least two samples of technological work	A total of 16 students -- eight students randomly selected	According to our assessment plan, all students (100 percent)	Nine out of 16 student assessed (about 56 percent) were	Student performance was below department expectations in this SLO.	Prior to this year, students in the integrated communications emphasis of our major were not advised to take certain courses that would improve their skills in this SLO. With the hiring of our

that is professionally competitive for an entry-level position in their discipline.		(submitted in MCCNM 493: Senior Seminar course); technological work was evaluated using the rubric found at the end of our assessment plan	from fall 2016; eight students randomly selected from spring 2017	assessed should demonstrate proficiency in this SLO.	proficient in this SLO.		new tenure-track faculty, we are now making sure that these students are taking the necessary courses to develop skills in using applicable technology for their targeted professions. The new faculty have recommended that we add these courses as prerequisites for some of the advanced courses in the emphasis, and we plan to make those changes through the Curriculum and Academic Programs Board in the upcoming year.
The mass communications department in the upcoming year will be moving forward in creating a mass communications alumni club (strong support for this exists among our alumni), and we hope to bring more alumni into our assessment process, perhaps providing some professional insights on how we may improve student learning in different outcome areas.							

Comments on part I: Please note the changes made to our assessment plan. Instead of only assessing two of the department learning outcomes every other year, we are planning to begin assessing each outcome each year. We plan to start including assessment of SLO 4 (the presentation outcome) each year beginning at the end of the 2017-2018 academic year. We will also plan to discuss the possibility of changing our department expectations from requiring that all students (100 percent) demonstrate proficiency to some majority percentage (perhaps 70 or 80 percent) of students demonstrating proficiency. It would be nice to have some comparative data from other programs across campus to determine what a more common expectation is for assessment purposes.

PART II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this 2016-2017 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?
SLO 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.	Before Spring 2016, this SLO was assessed in Spring 2014.	Changes to curriculum were discussed but only after the new tenure-track faculty hires were acclimated to the department; any changes will not be implemented until, at the earliest, 2018-2019.	Our new tenure-track faculty are now heavily involved in our assessment process, and we can proceed with discussion curricular changes. One change that can be implemented fairly easily will be to lower the cap on the program's main introductory writing course (MCCNM 201: Introduction to Journalism) so that students can receive more intensive instruction in writing. This change could be implemented as soon as fall 2018.	The change was not yet implemented, but we will discuss possible implementation in fall 2018. Hopefully, results will begin reflecting the change as soon as spring 2020.
SLO 4: Presentation: Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast)	Before Spring 2016, this SLO was assessed in Spring 2014.	The only recommended change from the previous assessment was to provide better instructions on appropriate presentations to include in student portfolios. As a department we also discussed the need to revise the rubric being used to assess the presentation outcome.	Yes! The department chair, beginning in fall 2016, does presentations in the introductory courses that are required of all majors (MCCNM 201, MCCNM 210, MCCNM 220) letting them know what kinds of artifacts they should start saving to include in their senior seminar portfolios. Students entering the program will now have a better understanding of portfolio expectations.	Students are much more aware of the senior seminar portfolio requirement and are starting to inquire in their classes about possible assignments/presentations/etc. that will be appropriate for their portfolios. Some faculty in the department have also voluntarily offered to include wording in their course syllabus specifying assignments that may be appropriate for the senior portfolios.

Comments on part II: Now that our department is at full strength with seven tenured/tenure-track faculty, we feel better positioned to begin moving forward in adopting program changes to improve student learning. All of the new recent tenure-track hires (one from 2015-2016 and three from 2016-2017) were involved in this year's assessment, and they all have ideas on how we can address some of the weaknesses that we've uncovered in this process. We are optimistic that we will be able to strengthen our program in the coming years, assuming we are able to maintain stability with our faculty.