Colorado **S**tate **U**niversity **P**ueblo™

Academic Program Assessment Report for AY 2017-2018

(Due: June 1, 2018)

Completed by:__Professor Samuel Lovato_____

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Program:_____MCCNM_____

Date report completed: ___5/31/18_____

Please describe the 2017-2018 assessment activities and follow-up for your program below. Please complete this form for <u>each undergraduate major, minor, certificate, and graduate program</u> (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, save and submit it to both the Dean of your college/school and to the Assistant Provost as an email attachment before June 1, 2018. You'll also find this form on the assessment website at https://www.csupueblo.edu/assessment-and-student-learning/resources.html. Thank you.

I. Assessment of Student Learning Outcomes (SLOs) in this cycle. Including processes, results, and recommendations for improved student learning. Use Column H to describe improvements planned for 2018-2019 based on the assessment process.

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 <u>last</u> assessed? (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? Include the proportion of students meeting proficiency.	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?
SLO 1: Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to	Spring 2017	Paper assigned in MCCNM 493: Senior Seminar was evaluated using the rubric found at the end of our assessement	A total of 15 students - six students randomly selected from fall	According to our assessment plan, twelve out of fifteen students (80 percent) assessed	Three out of the fifteen students assessed (20 percent) were	Critical thinking is at an all time low, as this SLO continues to trend downward. MCCNM must identify why students are failing at the expected	The instructor for MCCNM 493 will provide better instructions to students with regard to the critical thinking paper assignment. The instructor for MCCNM 493 will better communicate the SLO 1 writing assignment rubric to students. The instructor for MCCNM 493

current issues and ethical expectations of mass media and related disciplines.		plan.	2017; nine students randomly selected from spring 2018.	should demonstrate proficiency in this SLO.	proficient in this SLO.	achievement and work quickly to remedy the situation.	will incorporate several critical thinking exercises leading up to the final assignment that will be assessed by the department. The MCCNM department will discuss ways to increase critical thinking exercises in all of the department courses. Next year, 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. MCCNM will also discuss a means of establishing a baseline of critical thinking skills for incoming students.
SLO 2: Writing/Communication: Students will write with clarity and organization, utilizing proper format, writing mechanics and audience focus, in a manner that is professionally	Spring 2017	Portfolio including at least two writing samples (submitted in MCCNM 493: Senior Seminar course); writing samples were evaluated using the rubric found at the end of our	A total of 15 students - six students randomly selected from fall 2017; nine students randomly selected from spring 2018.	According to our assessment plan, twelve out of fifteen students (80 percent) assessed should demonstrate proficiency in this SLO	Twelve out of the fifteen students assessed (80 percent) were proficient in this SLO.	Writing / communication proficiency continues to trend upward. Expected achievement for this SLO should be increased for 2018-2019 to 85%. Students continued to improve upon clarity, writing mechanics and audience focus.	MCCNM faculty have ramped up course writing assignments and increased personalized writing instruction. The department has encouraged students to make better use of the university resources addressing writing deficiencies.

competitive for an entry-level position in the discipline.		assessment plan					
SLO 3: Students will demonstrate technological expertise related to the specific emphasis area in a manner that is professionally competitive for an entry-level position in their discipline.	Spring 2017	Portfolio including at least two samples of technological work (submitted in MCCNM 493: Senior Seminar course); technology samples were evaluated using the rubric found at the end of our assessment plan	A total of 15 students - six students randomly selected from fall 2017; nine students randomly selected from spring 2018.	According to our assessment plan, twelve out of fifteen students (80 percent) assessed should demonstrate proficiency in this SLO	Thirteen out of the fifteen students assessed (about 87 percent) were proficient in this SLO.	Technology proficiency continues to trend upward. Expected achievement for this SLO should be increased for 2018-2019 to 90%. Students provided a greater number of technology examples, and a greater range of different types of samples (audio, video, etc.)	The department will continue to encourage students, in all emphasis areas, to enroll in applied courses that will enhance technology proficiency – courses include but are not limited to MCCNM 245 Audio/Video Production, MCCNM 232 Website Design, and MCCNM 211 Digital Publishing.
SLO 4: Presentation: Students will demonstarate command of a subject, organization of thoughts, and skill at interpersonal presentation in	Spring 2016	Rubric used to score presentations from portfolios (see at end of document and in assessment plan)	A total of 15 students - six students randomly selected from fall 2017; nine students randomly selected from spring	According to our assessment plan, twelve out of fifteen students (80 percent) assessed should demonstrate	Seven out of the fifteen students assessed (about 47 percent) were proficient in this SLO.	Only seven students were proficient in the presentation SLO. It's obvious that senior seminar students did not understand what was expected of them with regard to their	The instructor for MCCNM 493 will provide better instructions to students with regard to the presentation requirement in their senior portfolio. Faculty will better communicate the SLO 4 presentation rubric to students in all courses that reflect a presentation opportunity.

| front of an audience (live or for broadcast). | | | 2018. | proficiency in this SLO | | presentation sample. | MCCNM faculty will review their teaching goals for every course offered and identify student presentation opportunities/possibilities.

The SLO 4 rubric needs review and revision to more effectively define the qualities we associate with interpersonal presentation skills in a MCCNM context.

Next year, faculty evaluators will 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.

The Mass Communications department will incorporate alumni into into the SLO 4 assessment process for 2018-2019. |
|---|---|---|---|---|---|---|---|

Comments on part I: Please note changes to the MCCNM assessment plan, the expansion of the department's curriculm map, and inclusion of appendix C reflecting SLO trends fall 2013-spring 2018. MCCNM will introduce curriculum in 2019 to help address student deficiencies in the areas of writing, critical thinking, technology and presentation. MCCNM will prioritize assessment improvements this fall, 2018.

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the 2017-2018 cycle. These are those 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 to generate the data which informed the change? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. How were the recommendations for change acted upon?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?
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 2017	Incorporate realistic (less than 100%) goals for proficiency in critical thinking. Consider the development of a department syllabus that addresses student expectations and department recommendations with regard to SLO 1. Consider data and tracking from year to year to better show the directions and trends of the department.	Proficiency goals for critical thinking were reduced to 80%. A rudimentary graph reflecting MCCNM SLO trends fall 2013 – spring 2018 is included (see appendix c). The department will continue to discuss developing an MCCNM syllabus that addresses student learning outcomes, etc.	Students were no where near the critical thinking profiency goals for SLO 1 (20%). Instructors will provide better instructions to students with regard to exercise expectations and the SLO 1 rubric. Instructors discuss ways to increase critical thinking exercises in all courses. Next year, evaluators work more closely together in doing the assessment of student work. MCCNM will discuss establishing a baseline of critical thinking skills for incoming majors.
SLO 2: Writing/Communication: Students will write with clarity and organization, utilizing proper format, writing mechanics and audience focus, in a manner that	Spring 2017	Incorporate realistic (less than 100%) goals for proficiency in writing/communication. Consider the development of a department syllabus that addresses student expectations and department recommendations with regard to SLO 2. Consider data and tracking from year to year to better show the	Proficiency goals for writing/communication were reduced to 80%. A rudimentary graph reflecting MCCNM SLO trends fall 2013 – spring 2018 is included (see appendix c). The department will continue to discuss developing an MCCNM syllabus that addresses student learning	Students were able to meet writing/communication profiency goals for SLO 2 (80%). Faculty are confident SLO 2 will continue to trend upward in 2018-2019.

is professionally competitive for an entry-level position in the discipline.		directions and trends of the department.	outcomes, etc.	
SLO 3: Technology: Students will demonstrate technological expertise related to the specific emphasis area in a manner that is professionally competitive for an entry-level position in their discipline.	Spring 2017	Incorporate realistic (less than 100%) goals for proficiency in technology. Consider the development of a department syllabus that addresses student expectations and department recommendations with regard to SLO 3. Consider data and tracking from year to year to better show the directions and trends of the department.	Proficiency goals for technology were reduced to 80%. A rudimentary graph reflecting MCCNM SLO trends fall 2013 – spring 2018 is included (see appendix c). The department will continue to discuss developing an MCCNM syllabus that addresses student learning outcomes, etc.	Students were able to meet technology profiency goals for SLO 3 (87%). Faculty are confident SLO 3 will continue to trend upward in 2018-2019.
SLO 4: Presentation: Students will demonstarate command of a subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).	Spring 2016	The presentation assignment/requirement should be reviewed, and may 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. The SLO 4 rubric needs review and revision to more effectively define the qualities associated with	Faculty members reviewed and revised the SLO4 rubric. The MCCNM 493 instructor provided additional information, explanation, and instruction with regard to the presentation requirement. The SLO 4 senior portfolio presentation/assignment requirement was reviewed.	Students were no where near the critical thinking profiency goals for SLO 4 (47%). The department will revisit the SLO 4 rubric again this fall with the intent of revision. MCCNM will discuss how to assess student presentation in the context of live RF broadcast, and/or video newscasting to an engaged online audience. The department will continue to explore multiple presentation opportunities for students, with an increased emphasis on communicating assignment expectations and rubric elements.

		interpersonal presentation skills in a MCCNM context.		

Comments on part II: The department has determined that 20 of 30 students (66%) that enrolled in MCCNM 493 fall 2017/spring 2018 have completed a speech communication course, with an avergage grade of A 90%. Although the student proficiency for SLO 4 was disappointing, MCCNM has complete confidence that students will achieve presentation proficiency goals during 2018-2019. SLO 1 critical thinking remains a challenge in MCCNM as this outcome continues to trend downward. The department will discuss at length this fall ways to remedy the situation - MCCNM will review the assessment plan to determine if 80% proficiency in critical thinking is a realistic goal for 2018-2019. Any and all efforts to increase student proficiency in SLO 1 may take years to bear fruit. Freshman and sophomores that experience increased instruction and increased exercises this fall, related to critical thinking, will not enter MCCNM 493 until 2021 or 2022. All things considered, the department is optimistic about the task of reversing the downward trend of student critical thinking proficiency. MCCNM also anticipates increased proficiency in SLO 2 and SLO 3 for 2018-2019.

Appendix A: Rubrics used to evaluate MCCNM SLOs

Mass Communications Department Assessment Rubric
Student Learning Outcome 1: Critical Thinking
2018

Paper Number:_____   Scorer:_____

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

Proficiency Levels	0	1	2	3
	Not proficient		Proficient	
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.

Mass Communications Department Assessment Rubric
Student Learning Outcome 2: Writing/Communication
2018

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

Student Learning Outcome 3: Application of Technology
2018

Paper Number:_____   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
Proficiency Levels	Not proficient		Proficient	
A. Demonstrate technological expertise				
B. Work clearly connects to a specific emphasis area				
C. Demonstrate professionally competitive work				
D. Work is suitable for entry-level position in discipline				

Total:_____

A. Demonstrate technological expertise related to specific emphasis area
3: Student demonstrates sophisticated technological expertise.
2: Student demonstrates developing technological expertise.
1: Student demonstrates underdeveloped technological expertise.
0: Student fails to demonstrate technological expertise.

B. Work clearly connects to a specific emphasis area
3: Student demonstrates sophisticated abilities connected to a specific emphasis area.
2: Student demonstrates developing abilities connected to a specific emphasis area.
1: Student demonstrates underdeveloped abilities connected to a specific emphasis area.
0: Student fails to demonstrate abilities connected to a specific emphasis area.

C. Demonstrate professionally competitive work
3: Student demonstrates sophisticated abilities to create professionally competitive work.
2: Student demonstrates developing abilities to create professionally competitive work.
1: Student demonstrates underdeveloped abilities to create professionally competitive work.
0: Student fails to create professionally competitive work.

D. Work is suitable for entry-level position in discipline

3: Student illustrates sophisticated abilities to create work suitable for entry-level position in discipline.

2: Student illustrates developing abilities to create work suitable for an entry-level position in discipline.

1: Student illustrates underdeveloped abilities to create work suitable for an entry-level position in the discipline.

0: Student fails to create work that would be considered professionally competitive for an entry-level position in the discipline.

Mass Communications Department Assessment Rubric
Student Learning Outcome 4: Presentation
2018

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).
Presentation Rubric

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 to 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	Mostly distracting gestures	Occasional gestures, few distracting	Occasional gestures, little contribution to presentation	Natural gestures enhance articulation
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)	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed
Voice and Diction	Student mumbles, mispronounces terms and speaks too quietly for audience	Student's voice is low, words are mispronounced, audience has difficulty hearing	Student's voice is clear and most words are pronounced correctly	Student uses clear voice and correct pronunciation. Audience can hear clearly.

Content

Topic Announced	Audience has no idea of the topic	Vaguely tells audience the topic	Tells the topic to the audience but needs clarification	Clearly explains what the report is covering
Organization	Audience is unable to follow the presentation	Weak organizational structure present	Organization is present, but not effective use of organizational structure	Student presents information using effective organizational structure which audience can easily follow
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 creates 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
Subject Mastery	Student demonstrates little knowledge of subject	Student demonstrates moderate knowledge of subject	Student demonstrates substantial knowledge of subject	Student demonstrates full knowledge of subject

	0	1	2	3
Proficiency Levels	Not proficient		Proficient	
Eye Contact				
Gestures				
Appearance				
Enthusiasm				
Vocalized Pauses				
Voice and Diction				
Topic Announced				
Organization				
Visual Aid				
Completeness of Content				
Subject Mastery				

Total:_____

Appendix B: Department of Mass Communications and Center for New Media Curriculum Map

Department of Mass Communications and Center for New Media
Student Learning Outcomes Curriculum Map (Mass Communications Core Courses and Emphasis Areas) – May 2018

Mass Communications Core Courses*	Mass Communications Learning Outcomes — Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media ND related disciplines. (Outcome 1)			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 2)						Students will demonstrate technological expertise related to the specific emphasis area that is professionally competitive for an entry-level position in their discipline. (Outcome 3)±±	Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal communication in front of an audience. (Outcome 4) ±±		
	1a. Critical thinking skills	1b. Convey complex ideas related to current issues of mass media	1c. Convey complex ideas related to ethical expectation of mass media	2a. Write with clarity	2b. Write with organization	2c. Utilize proper format	2d. Utilize proper mechanics	2e. Utilize proper audience focus	2f. Professionally competitive for entry-level position		4a. Command of subject	4b. Organization of thought	4c. Interpersonal skills in front of audience
MCCNM 101: Media and Society	B	B	B	B	B	B	B	B	B				
MCCNM 201: Intro to Journalism	B	B	B	I	I	I	I	B	B				
MCCNM 210: Intro to Integrated Comm	B	B	B	I	I	I	I	B	B				
MCCNM 220: Intro to Electronic media	B	B	B	I	I	I	I	B					
MCCNM 411: Media Law and Ethics	I	I	I	I	I	I	I				I	I	I
MCCNM 493: Mass Media Seminar	A	A	A	A	A	A	A	A	A		A	A	A
Electronic Media:													
MCCNM 318: Regulation of Electronic Media	I	I	I	I	I	I	I	I	I		I	I	I
MCCNM 320: Media Programming	A	A	I	A	A			A	I		I	I	I
MCCNM 336: Interactive Media	I	I	I	I	I	I	I			A	I	I	I
MCCNM 338: Global Communication	I	I	I	I	I	I	I				I	I	I
MCCNM 425: Audience Research Methodology	A	I	A	I	I	I	I				I	I	I
Integrated Communication:													
MCCNM 302: Advertising Copywriting	I	I	I	I	I	I	I	I	I		I	I	I
MCCNM 321: Public Relations Case Problems	I	I	I	I	I	I	I	I			I	I	I
MCCNM 422: Writing for Public Relations	A	A	A	A	A	A	A	A	A		A	A	A
MCCNM 425: Audience Research Methodology	I	I	I	I	I	I	I	I			I	I	I
MCCNM 430: Integrated Communications Campaigns	A	A	A	A	A	A	A	A	A		A	A	A
Journalism:													
MCCNM 301: Editorial Writing	I	I	I	I	I	I	I	I					
MCCNM 305: News and Feature Writing	I	I	I	I	I	I	I	I					
MCCNM 312: Publication Editing and Design	I	I	I	I	I	I	I	I		I			
MCCNM 350: Media Lab (TODAY)	B	B	B	I	I	I	I	I		I			
MCCNM 445: Reporting Public Affairs	I	I	I	I	I	I	I	I					

*Levels of proficiency indicated by B (beginning), I (intermediate), A (advanced)

±± Technological expertise and beginning presentation skills are developed in courses outside of the core, but within individual emphasis areas; future iterations of the curriculum map will flesh this out.

Appendix C: MCCNM SLO Trends
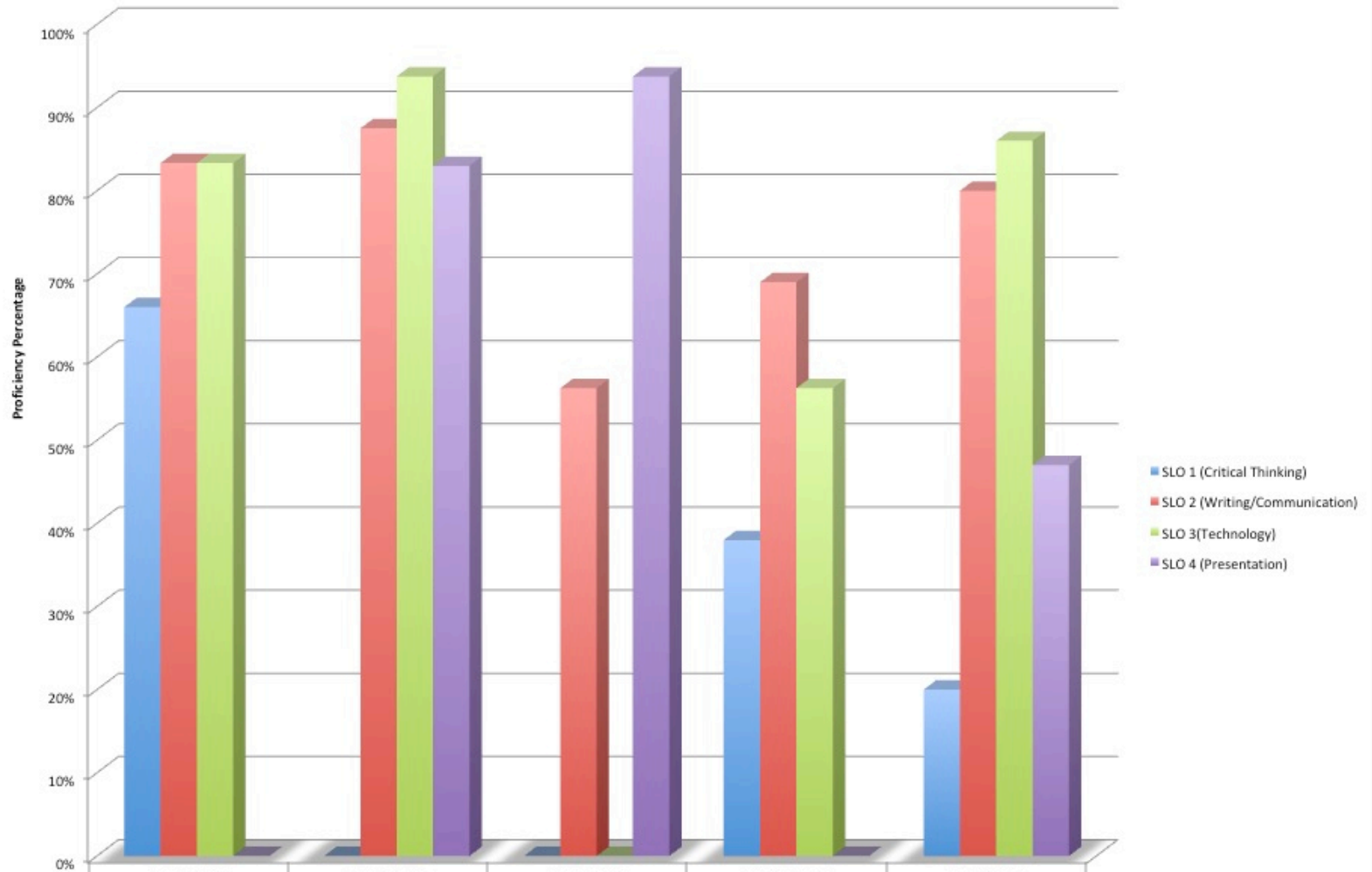
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SLO 1 (Critical Thinking)	66%	0%	0%	38%	20%
SLO 2 (Writing/Communication)	83%	88%	56%	69%	80%
SLO 3(Technology)	83%	94%	0%	56%	86%
SLO 4 (Presentation)	0%	83%	94%	0%	47%

Mass Communications Department Student Learning Outcomes

Legend:
- SLO 1 (Critical Thinking)
- SLO 2 (Writing/Communication)
- SLO 3(Technology)
- SLO 4 (Presentation)