Academic Program Assessment Report for Calendar 2019 (spring semester)   **Program:** Media Communication ____

(Due: June 1, 2020)   **Date report completed:** ___6/1/2020___

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Please describe the 2019-2020 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., B.A.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 Executive Director for Assessment as an email attachment by June 1, 2020. 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 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 last 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 program are planned based on this assessment?
SLO 3: Students will demonstrate technological expertise related to the specific emphasis area in a manner	Spring 2019	Portfolio including at least two samples of technological work (submitted in MCCNM 493: Senior Seminar	A total of 19 students – random sample of students enrolled in MCCNM 493 Spring 2019 were	According to our assessment plan, 15 out of nineteen students (75 percent) assessed should	seven out of the nineteen students assessed (37 percent) were proficient in this SLO.	Technology proficiency continues to trend downward. Students provided a lesser number of technology examples, and a lesser range of	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 MC 140 Radio Station Operations, MC 245 Principles of Audio/Video Production, MC

that is professionally competitive for an entry-level position in their discipline.		course); technology samples were evaluated using the rubric found at the end of our assessment plan	assessed – every MCCNM empasis area was represented	demonstrate proficiency in this SLO.		different types of samples (desktop publishing, audio, video, etc.) – and a lesser range from 100 200 300 400 level courses – for example: MC 140, MC 245, MC 350, AND MC 432	232 Website Design, and MC 211 Digital Publishing. Students will be encouraged to submit a wide range technology samples including A/V production, desktop published examples, podcasts, and websites. The department will not be addressing this SLO in our 2020 calendar year assessment – will focus on SLOs 1 & 2 critical thinking and writing
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 2019	Rubric used to score presentations from portfolios (see at end of document and in assessment plan)	A total of 17 students – random sample of students enrolled in MCCNM 493 Spring 2019 were assessed – every MCCNM empasis area was represented Note: two of nineteen portfolios were devoid of a presentation – portfolios	According to our assessment plan, 13 out of seventeen students (75 percent) assessed should demonstrate proficiency in this SLO.	five out of the seventeen students assessed (29 percent) were proficient in this SLO. Note: two of nineteen portfolios were devoid of a presentation – portfolios were randomly chosen from 26 total	Presentation proficiency is trending downward. Senior seminar students did not better understand what was expected of them with regard to their presentation sample – the MCCNM 493 instructor failed to show students the SLO assessment rubric – hence a lack of familiarity with regard to expectations etc.	The instructor for MC 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 reflected a presentation opportunity. MCCNM faculty have identified more student presentation opportunities/possibilities – presentation opportunities have now been added to MCCNM 318, 320, and 338.

			were randomly chosen from 26 total			The department will not be addressing this SLO in our 2020 calendar year assessment – will focus on SLOs 1 & 2 critical thinking and writing

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, Fall 2018, and Spring 2019. MC will introduce assignments (summer/fall 2020) to help address student deficiencies in the areas of technology and presentation (MC 140, MC 318, MC 320, MC 350, MC 432 and MC 493)

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the Spring 2019 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 3: Technology: Students will demonstrate technological expertise related to the specific emphasis area in a manner that is professionally competitive for an entry-level	Spring 2019	*"13. Please comment on the strengths of the report and the assessment plan overall: Complete and useful"* *"14. Please make constructive recommendations for improvement: None found"* *"- The department may consider an increase of sample artifacts and different levels of courses in assessing SLOs.*	A use of technology task/artifact was assigned (and assessed) in the MCCNM 333 course spring 2019 Senior seminar portfolios contained artifacts generated at 200, 300, and 400 levels, including artifacts from 211, 245, 333, 350, and 411.	A broader range of artifacts from the 200, 300, and 400 level played a factor in increased proficiencies in use of technology and presentation. Four MCCNM tenure track professors were discontinued after the spring 2019 semester – this created some challenges to implementing planned changes to our assessment process for 2019 (course cancellations, new preps, faculty overloads, etc.).

position in their discipline.		*- The improvement options may include a broader scope of courses/artifacts for assessment as well as a wider curricular mapping for improvement rather than focusing on a single course/artifact (SLO 1-4: MCCNM 493/ Portfolio)."*		Unfortunately, we came up short in establishing a strong baseline in our 100 and 200 level courses – we hope to have more success here in 2020-2021. MCCNM went through a program review during the spring semester – extensive curriculum changes were approved – these fixes to our offerings will impact department assessment for calendar 2020.
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 2019	*"13. Please comment on the strengths of the report and the assessment plan overall: Complete and useful"* *"14. Please make constructive recommendations for improvement: None found"* *"- The department may consider an increase of sample artifacts and different levels of courses in assessing SLOs.* *- The improvement options may include a broader scope of courses/artifacts for assessment as well as a wider curricular mapping for improvement rather than focusing on a single course/artifact (SLO 1-4: MCCNM 493/ Portfolio)."*	Presentation opportunities were added (and assessed) to MCCNM 411 Media Law and Ethics and MCCNM 321 PR Case Problems spring 2019 Senior seminar portfolios contained artifacts generated at 200, 300, and 400 levels, including artifacts from 211, 245, 333, 350, and 411.	A broader range of artifacts from the 200, 300, and 400 level played a factor in increased proficiencies in use of technology and presentation. Four MCCNM tenure track professors were discontinued after the spring 2019 semester – this created some challenges to implementing planned changes to our assessment process for 2019 (course cancellations, new preps, faculty overloads, etc.). Unfortunately, we came up short in establishing a strong baseline in our 100 and 200 level courses – we hope to have more success here in 2020-2021. MCCNM went through a program review during the spring semester – extensive curriculum changes were approved – these fixes to our offerings will impact department assessment for calendar 2020.

Comments on part II: Assessment Action Plan presented to CAPB on February 26th 2020: 1) The department will add course content to address SLOs prior to the MCCNM senior seminar course 2) The department will assess across lower division courses in order to get a baseline on student performance and address areas such as critical thinking 3) The department will continue to encourage students to make better use of the university resources addressing writing deficiencies 4) The department will continue to encourage students, in all emphasis areas, to enroll in applied courses that will enhance technology proficiency 5) Faculty evaluators will continue to work more closely together in doing the assessment of student work to provide better consistency in scoring 6) The department will increase sample artifacts (technology, writing, etc.) at different levels of courses in assessing SLOs 7) The department will better communicate SLO rubrics to students 8) The department will consider developing three new SLOs to potentially replace writing/communication, technology, and presentation.

MCCNM reviewed two of four SLOs in the spring of 2019 – spring 2019 assessment data collected shows an decrease in proficiency in use of technology and presentation – we will return to assessing these SLOs in 2022. MC will assess writing and critical thinking during the 2020 calendar year cycle. Dean Steffen and Dr. Ebersole identified a design flaw in our critical thinking assessment piece last year – they have also shared concerns about communication of the critical thinking essay assignment. The department will continue to work on appropriate critical thinking and writing assignments, as well as adjustments to both rubrics, to be applied in 2021. At your suggestion, specific writing, critical thinking, presentation, and use of technology assignments are being added to lower division courses including MC 140, MC 211, MC 215, and MC 232, and MC 245 to establish a baseline for incoming majors. Also at your suggestion, presentation opportunities (zoom/distance) outside or our senior seminar course (MC 493) will be incorporated in MC 318 and MCCNM 320 (junior level) this fall 2020.

Mass Communications Department Assessment Rubric

Student Learning Outcome 3: Application of Technology
Spring 2019

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.

Proficiency Levels	0	1	2	3
	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
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) - Spring 2019

	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)** ‡‡		
Mass Communications Core Courses*	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			B	B				
MCCNM 210: Intro to Integrated Comm	B	B	B	I	I			B	B				
MCCNM 220: Intro to Electronic media	B	B	B	I	I			I	B				
MCCNM 411: Media Law and Ethics	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
MCCNM 320: Media Programming	A	A	I	A	A			A	I		I	I	I
MCCNM 336: Interactive Media	I	I	I	I	I			I		A	I	I	I
MCCNM 338: Global Communication	I	I	I	I	I			I			I	I	I
MCCNM 425: Audience Research Methodology	A	I	A	I	I			I			I	I	I
Integrated Communication:													
MCCNM 302: Advertising Copywriting	I	I	I	I	I			I			I	I	I
MCCNM 321: Public Relations Case Problems	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
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								
MCCNM 305: News and Feature Writing	I	I	I	I	I								
MCCNM 312: Publication Editing and Design	I	I	I	I	I								
MCCNM 350: Media Lab (TODAY)	B	B	B	I	I					I			
MCCNM 445: Reporting Public Affairs	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
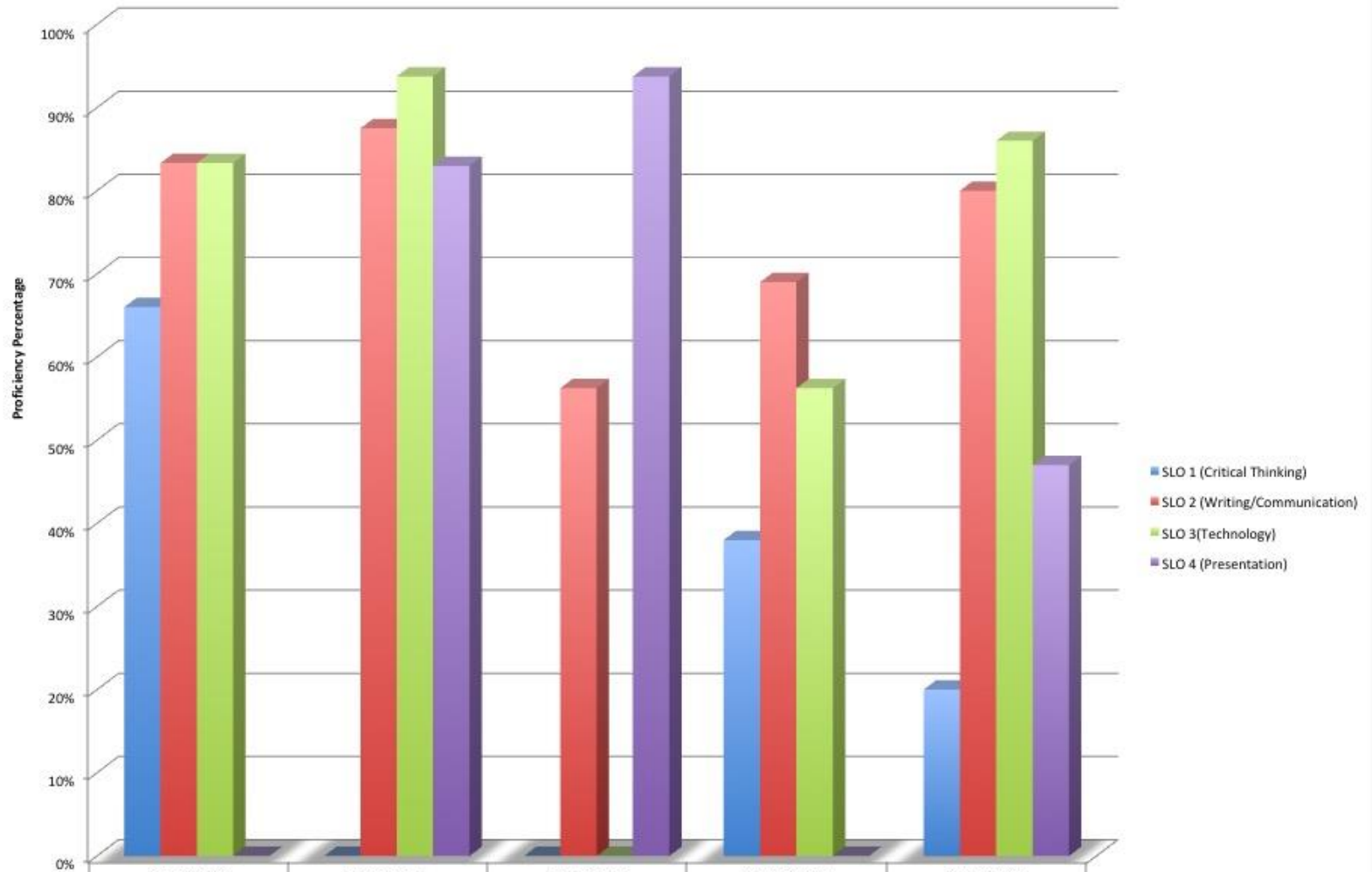
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SLO 1 (Critical Thinking)	66%	0%	0%	38%	20%
SLO 2 (Writing/Communication)	83%	88%	56%	69%	80%
SLO 3(Technology)	83%	94%	0%	56%	86%
SLO 4 (Presentation)	0%	83%	94%	0%	47%

Mass Communications Department Student Learning Outcomes

Appendix C: MCCNM SLO Fall 2018

	Fall 2018
SLO 1 (Critical Thinking)	46%
SLO 2 (Writing/Communication)	69%
SLO 3 (Technology)	46%
SLO 4 (Presentation)	69%
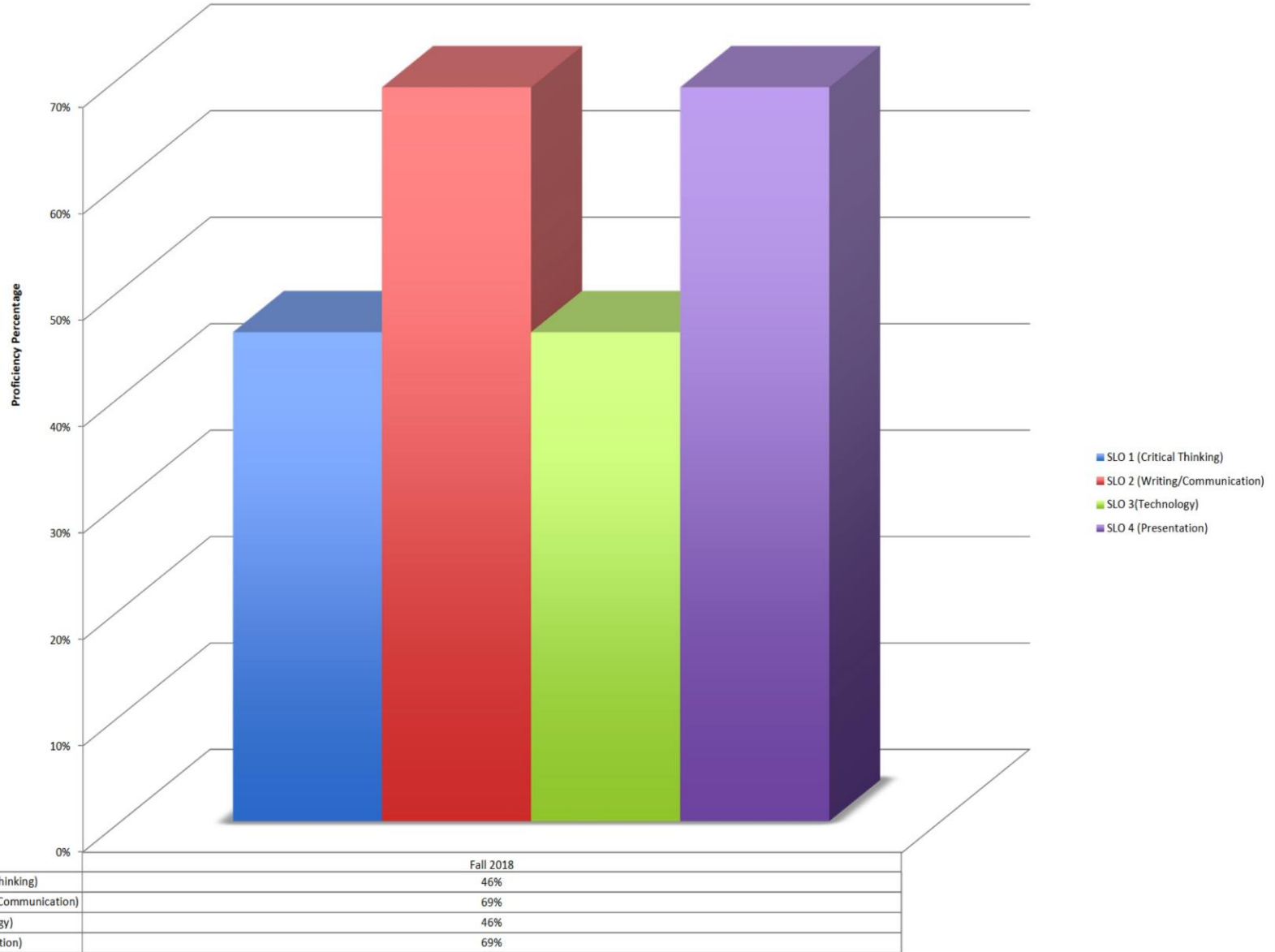
Mass Communications Department Student Learning Outcomes

MCCNM SLO Trends Spring 2019

	Spring 2019
SLO 3(Technology)	37%
SLO 4 (Presentation)	29%

Mass Communications Department Student Learning Outcomes