Mass Communications Department and Center for New Media
Student Learning Outcome Assessment Plan

Mass Communications Department and Center for New Media
Colorado State University - Pueblo
Updated assessment plan (6/1/2020)
Department assessment contact is: Department Chair, Professor Samuel Lovato

Department of Mass Communications, Program Assessment Plan Summary
Date: June 1, 2020

Student Learning Outcome	Measure description (direct or indirect?)	Expected level of student proficiency (definition and percentage)	Timeline or cycle
SLO1 Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.	Measure 1 (direct) Rubric used to score student work from portfolios	All students are expected to be proficient in critical thinking.	This SLO was not assessed calendar 2019 - will be assessed next year including artifacts from spring/summer 2020.
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.	Measure 2 (direct) Rubric used to score student work from portfolios	All students are expected to be proficient in writing/communication.	This SLO was not assessed calendar 2019 - will be assessed next year including artifacts from spring/summer 2020.
SLO3 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.	Measure 3 (direct) Rubric used to score student work from portfolios	All students are expected to be proficient in application of technology.	Every Year (this plan reflects a shift in MCCNM to assess student SLO's every calendar year – spring 2019 data is presented)
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).	Measure 4: (direct) Rubric used to score student work from portfolios	All students are expected to be proficient in the presentation outcome.	Every Year (this plan reflects a shift in MCCNM to assess student SLO's every calendar year – spring 2019 data is presented)

Mass Communications Department and Center for New Media

Mission: To offer a pragmatic and professionally oriented program aimed at preparing majors for successful careers in the media and related areas and to prepare students for graduate study. The Mass Communications major supports the mission of the university by offering a marketable and professionally credible program; a student-centered experience for learning and advising; an applied learning environment utilizing cutting-edge technology and incorporating Experiential Education; and a more than 50-year tradition for excellence.

Department Program Assessment

The department has numerous methods of direct and indirect program and curriculum assessment in which evidence is reviewed and analyzed by faculty. This occurs informally throughout the academic year as faculty members interact with students and each other. Formal discussions occur at regular department meetings held throughout the calendar year.

Assessment methods include:
*Senior portfolio is typically used to assess the program's student learning outcomes (SLOs 1 2 3 4)
*MCCNM 493 Senior Seminar exit survey each semester
*Student course evaluations each semester
*Alumni survey conducted every five years
*Survey and grade reporting from professionals who oversee students in internships
*Anecdotal insight from alumni and guests who present in MCCNM courses

Student Learning Outcomes

Student Learning Outcomes are necessary to department assessment as they relate directly to evidence gathering and evaluation of what students have learned in their experience as mass communications majors. These include student competence in analytical thinking and communication, specific writing relevant to the professions represented in the major, and knowledge of technology relevant to the student's emphasis area of study.

Such ongoing student learning assessment ensures the department remains adaptable, current, and strategic, thereby continuing to produce outstanding graduates who are successful in a media-oriented profession or graduate school.

Assessment of the SLOs occurs in the Senior Seminar course, MCCNM 493, which provides a capstone experience for students, with curriculum focused on preparation, review, analysis, and evaluation of the media and its role in society.

The course curricula includes examination of media and popular culture, ethics in the professions, standards of professional conduct in the disciplines, and preparation for job interviews and resume writing. Student performance in the course is evaluated through various written papers, oral presentations, in-class participation, and a final cumulative portfolio of the student's work in the Mass Communications major. Therefore, this course is the appropriate forum for evaluating student learning in the MCCNM Department.

All students in the Senior Seminar course gather salient work related to all of the MCCNM Department learning outcomes in a portfolio. A random sample of senior student portfolios (19) were reviewed for assessment of two of four learning outcomes (19 students total during spring 2019). Department faculty members voluntarily serve as assessment judges using department-developed rubrics (see Appendix A) to evaluate the SLOs. *Note: two of 19 portfolios were devoid of a presentation sample – 17 presentation samples were assessed*

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.

Assessment Method
Written word essay on a media-related topic required each semester in MCCNM 493. Critical thinking writing samples were not reviewed during this cycle.

Performance Criteria
Student work will be evaluated and placed into one of the following categories: proficient or not proficient. Students who are proficient will demonstrate either sophisticated or developing abilities to display critical thinking skills, and to convey complex ideas related to current issues and ethical expectations of mass media and related disciplines. Students who are not proficient will either fail to demonstrate or demonstrate underdeveloped abilities to display critical thinking skills or to convey complex ideas related to current issues and ethical expectations of mass media and related disciplines.

Performance Expectations
75% of students are expected to be proficient in critical thinking skills.

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.

Assessment Method
At least two samples of student work related to one's discipline of study. The writing samples are included in the student portfolio, which is submitted during the final week of the MCCNM 493 course. Writing samples were not reviewed during this cycle.

Performance Criteria
Student work will be evaluated and placed into one of the following categories: proficient or not proficient. Students who are proficient in writing/communication will demonstrate sophisticated or developing abilities to write with clarity and organization, to utilize proper format and writing mechanics, to convey appropriate audience focus and to write in a professionally competitive manner for an entry-level position in the discipline. Students who are not proficient will either fail to demonstrate or demonstrate underdeveloped abilities to write with clarity and organization, to utilize proper format and writing mechanics, to convey appropriate audience focus and to write in a professionally competitive manner for an entry-level position in the discipline.

Performance Expectations
75% of students are expected to be proficient in writing/communication.

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.

Assessment Method
At least one sample of work will be assessed based on technological proficiency and competence. The
sample is included in the student portfolio, which is submitted during the final week of the MCCNM 493
course - technology samples were reviewed by three faculty members.

Performance Criteria
Student work will be evaluated and placed into one of the following categories: proficient or not proficient.
Students who are proficient in application of technology will demonstrate sophisticated or developing
abilities of technological expertise related to the specific emphasis area that is professionally competitive
for an entry-level position in their discipline. Students who are not proficient will either fail to demonstrate or
demonstrate underdeveloped abilities of technological expertise related to the specific emphasis area that
is professionally competitive for an entry-level position in their discipline.

Performance Expectations
75% of students are expected to be proficient in application of technology.

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).

Assessment Method
One 10-minute interview or presentation on a media-related topic or related to student's emphasis area will
be assessed based on command of subject, organization and presentation skills - presentation samples
were reviewed by three faculty members.

The sample will be included within the student portfolio, submitted in the MCCNM 493: Senior Seminar
course.

Performance Criteria
Student work will be evaluated and placed into one of the following categories: proficient or not proficient.
Students who are proficient in presentation will demonstrate sophisticated or developing command of
subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for
broadcast). Students who are not proficient in presentation will either fail to demonstrate or will demonstrate
underdeveloped command of subject, organization of thoughts, and skill at interpersonal presentation in
front of an audience (live or for broadcast).

Performance Expectations
75% of students are expected to be proficient in the presentation outcome.

The department's learning outcomes are included in the course catalog and are incorporated into course
syllabi. The department chair also introduces the course outcomes in primary course of the major, MCCNM
220: Introduction to Electronic Media.

MCCNM faculty discuss outcomes during regular department meetings held each year. At this time, any curricular changes based on the results of the assessment will be discussed and determined.

Curriculum
See separate curriculum map (Appendix B).

Assessment results/Continuous processes
The Mass Communications Department and Center for New Media prioritizes informal and formal feedback and structured assessment (Appendix C) in its ongoing effort to accomplish its goals and produce outstanding student graduates prepared for work in media-related disciplines and in graduate school.

Evidence from all methods of information gathering and assessment provide the foundation for department strategic planning related to planning decisions in such areas as curriculum, faculty hiring and evaluation, student performance and evaluation, teaching and media laboratory technology and facilities.

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 Not proficient	1	2 Proficient	3
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	I	I	B	B				
MCCNM 210: Intro to Integrated Comm	B	B	B					B	B				
MCCNM 220: Intro to Electronic media	B	B	B					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	I	I	A	I		I	I	I
MCCNM 336: Interactive Media	I	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	I
MCCNM 425: Audience Research Methodology	A	I	A	I	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			I	I	I
MCCNM 305: News and Feature Writing	I	I	I	I	I	I	I	I			I	I	I
MCCNM 312: Publication Editing and Design	I	I	I	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	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.
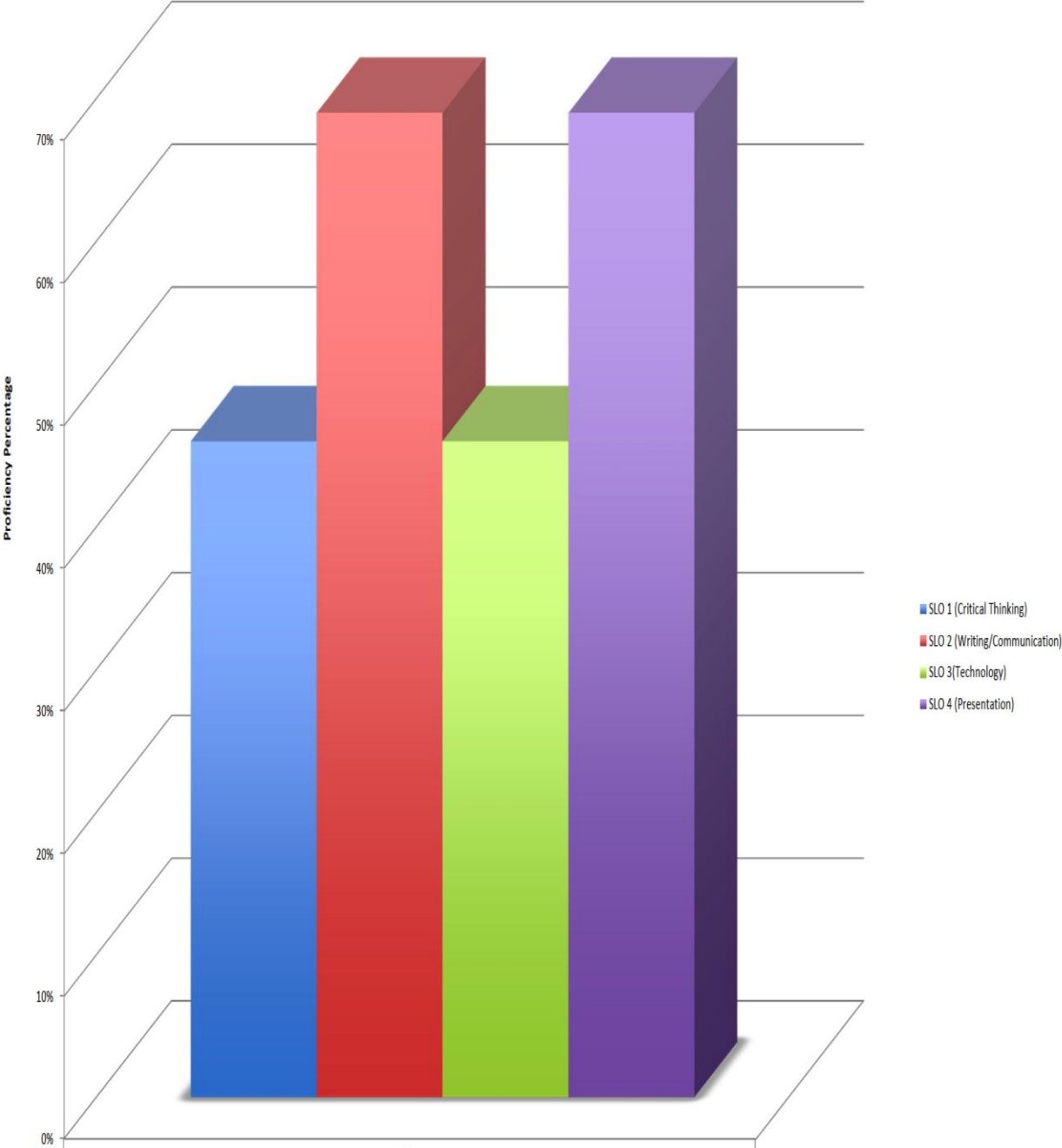
Appendix C: MCCNM SLO Trends
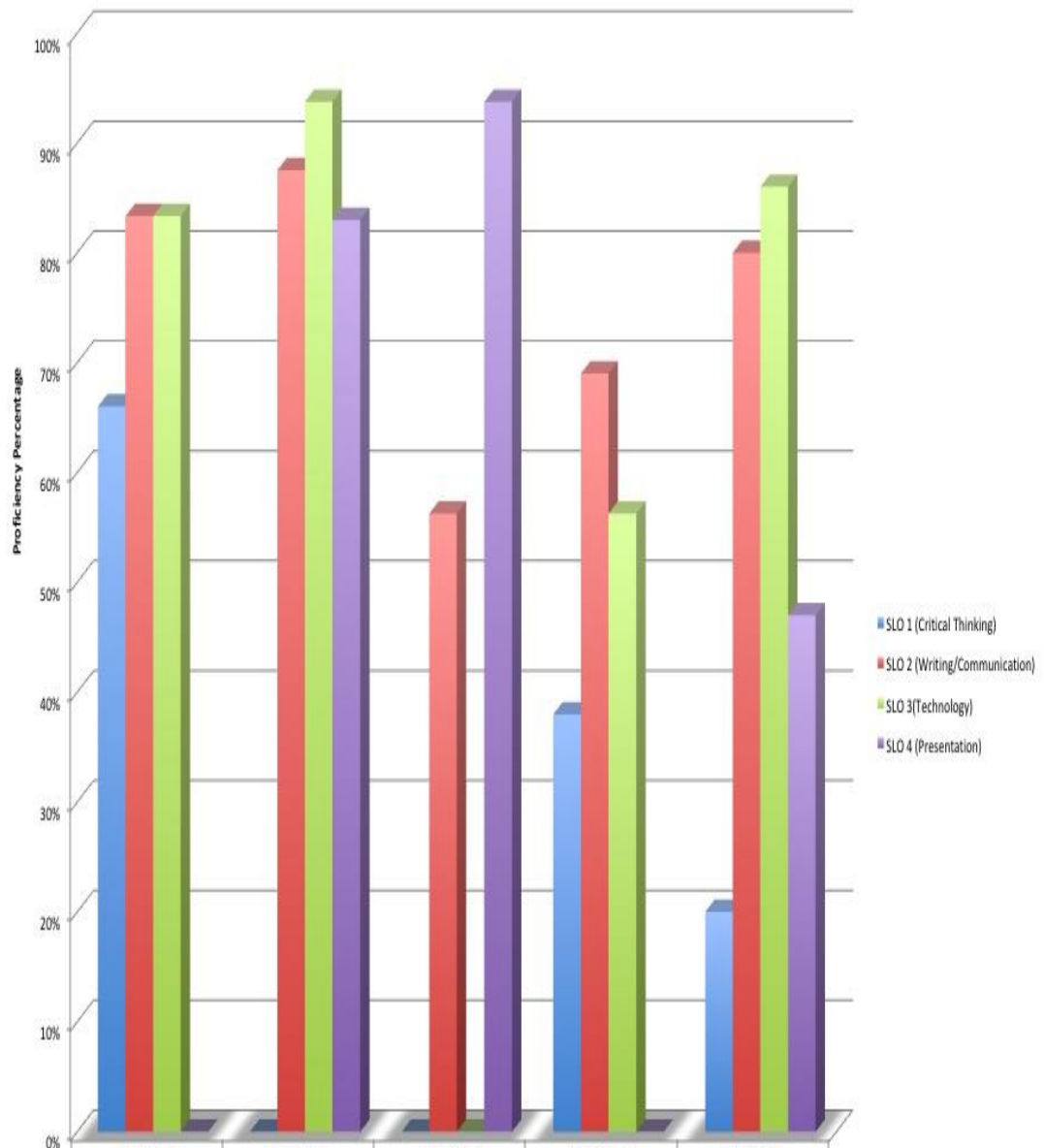
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
■ SLO 1 (Critical Thinking)	66%	0%	0%	38%	20%
■ SLO 2 (Writing/Communication)	83%	88%	56%	69%	80%
■ SLO 3(Technology)	83%	94%	0%	56%	86%
■ SLO 4 (Presentation)	0%	83%	94%	0%	47%

Mass Communications Department Student Learning Outcomes

Appendix C: MCCNM SLO Fall 2018

Proficiency Percentage

	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

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

MCCNM SLO Trends Spring 2019

Proficiency Percentage

Mass Communications Department Student Learning Outcomes

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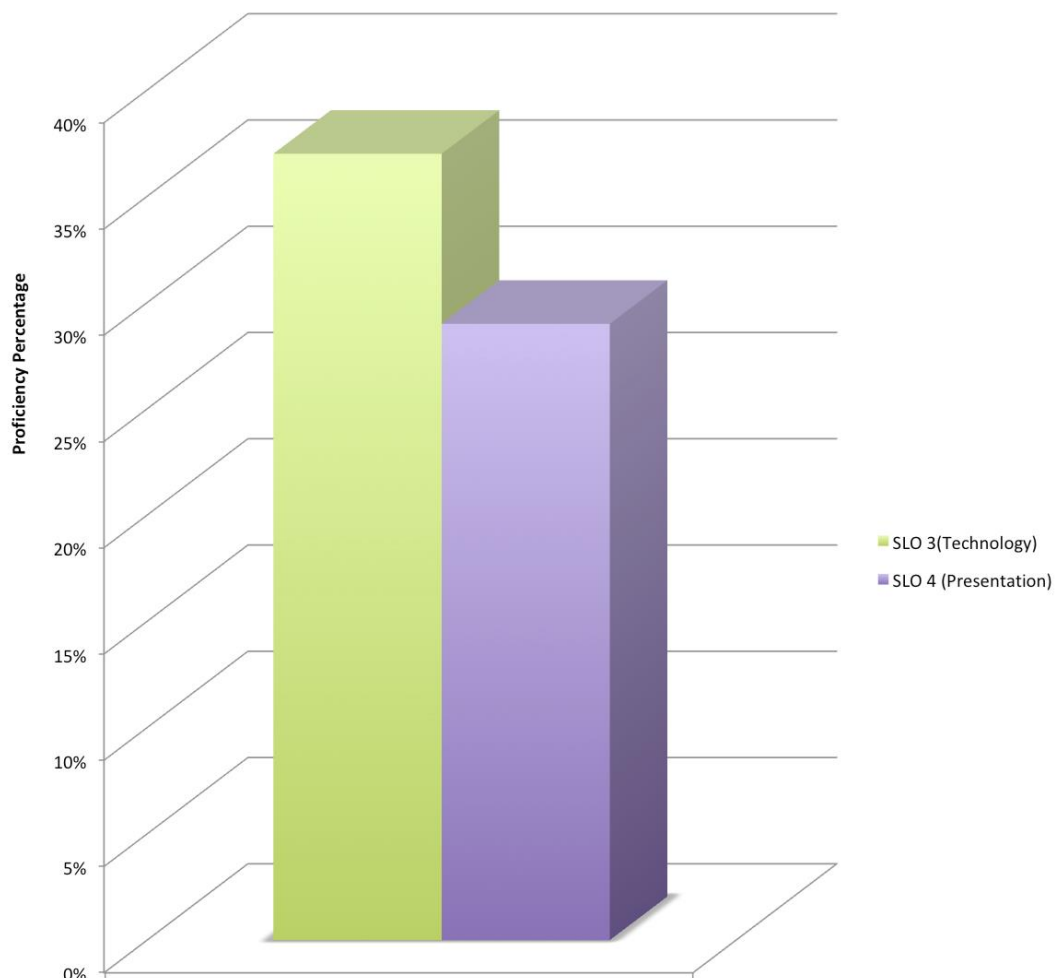
	Spring 2019
SLO 3(Technology)	37%
SLO 4 (Presentation)	29%