



**CSU
PUEBLO**

**2022 Academic Program
Assessment Report**

Media Communication

**Program current
assessment plan here:**

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-plans/media-communication-assessment-plan-2021.pdf

**Program prior
assessment report here:**

https://www.csupueblo.edu/assessment-and-student-learning/_doc/2021/2021-assessment-reports/media-communication-2021-assessment-report.pdf

Report Completed By:

Jon Pluskota

Date Report Completed:

June 1 2022

**Faculty members involved in this
Assessment:**

Jon Pluskota

Media Communication reviewed a total of 18 students our MC 493 Senior Seminar course during Spring 2022. The department assessed two SLOs...

Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines and **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.. Students from each of the department's three emphasis areas were represented.

**Brief Statement of Program Mission
and Goals:**

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 MediaCommunication 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 55-year tradition for excellence.

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 the year based on the assessment process.

A. Your program SLOs are pasted here verbatim from your assessment plan. Please enter info in columns B-H only for those assessed during this annual cycle.

B. When was this SLO last reported on prior to this cycle? (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 (N).

E. What is the expected proficiency 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?

Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.

SP 2019

MC 493 Capstone Final Project/Paper Assignment

SP 2022 MC 493 was used as the sample. N = 18

"Proficient or not proficient" 75%, 13.5 student

17/18 students (94%) met proficiency. See comments.

Critical thinking across the various concentrations (Journalism, Strategic Communication, Digital Media) can be demonstrated in various forms. Giving students the flexibility to propose, defend, and execute a final paper or project helped them demonstrate critical thinking abilities through a form in which they are familiar and have been concentrating on throughout their UG career. One student failed to turn in a written process paper related to their final project, resulting in a "not proficient" assessment.

Effective FA 2022, we are instituting a new curriculum with varied concentrations. We are revisiting all department SLOs for appropriateness given changes in industry and the curriculum. Changes to SLO 1 may include additional detailed samples such as creative thinking, problem solving, ideation & conceptualization, criticism, etc. as potential approaches across the different concentrations. Concentrations will have the same SLO but the manner in which they achieve it may be different based on the concentration or direction of the individual (as outlined in their proposal/statement).

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.	SP 2019	MC 493 Multiple capstone assignments and presentations including final paper/project and coverletter/resume.	SP 2022 MC 493 was used as the sample. N = 18	"Proficient or not proficient" 75%, 13.5 students	17/18 students (94%) met proficiency. See comments.	The manner in which the major assignments were structured allowed for multiple revisions to improve the assignment. Student performance was excellent, however, there are some considerations with regard to future assessments in terms of flexibility of format and style given the diversity of formats and styles across concentrations.	Writing and communication in the media and entertainment fields vary. From script to technical, academic to professional, we need to rework our SLOs to recognize the varied formats. As we work on revising SLOs, we are exploring the inclusion of multiple options for demonstrating appropriate writing/communication skills
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.							
Presentation: Students will demonstrate command of subject, organization of thoughts, and skill at interpersonal presentation in front of an audience (live or for broadcast).							

Comments on part I: The nature of media industries are such that individuals can demonstrate proficiency across outcomes using a variety of approaches relevant to their industries. It is important for us to recognize that the diversity of concentrations/specilizations necessitates such a multidimensional assessment across Critical Thinking and Writing/Communication in the MC 493 capstone course.
 SLO 1: The final project/paper was a culminating assignment designed to assess their comprehensive critical thinking abilities either through a paper based on a self-selected, vetted, and approved topic OR a project with a process-related paper also based on a self-selected proposal, idea development, vetting, and approval.
 SLO 2: Writing/communication was assessed through two main project assignments: their final paper or project/paper and their resume and coverletter. One student neglected to submit the written portion of his final project. Overall, writing/communication was successful across the board however, there are struggles with the students to adapt to different formats (APA was required).

II. Closing the Loop. Describe at least one data-informed change to your curriculum during the year cycle. These are those that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) or other issues did you address in this cycle? Please include SLOs verbatim from the assessment plan, as above.	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 column H and/or feedback?	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?
Critical Thinking: Students will display critical thinking skills, conveying complex ideas related to current issues and ethical expectations of mass media and related disciplines.	SP 2019	<i>Unsure</i>	SLOs 1 and 2 were integrated directly into the Capstone course. Assignments were reconfigured to gain a broader analysis of the scope of the SLO applicaiton across forms - final project/paper, resume & cover letter, current topics presentation, course interaction, etc. The goal was to not focus on a narrow application but rather, a broader use of the SLOs across applications relevant to Media & Entertainment. With our new curriculum coming FA 22, we are needing to revisit our SLOs overall and how they are assessed. Additionally, the relationship with SoCaP is one that needs to be ironed out through structural and functional changes.	They were positive from the Chair's perspective (who taught the course), however, there are noticeable gaps, likely a result of COVID restrictions and its impact on education. We need to refine the final capstone class as ARC 410 is going to be a major part of the final analysis moving forward, and MAE capstone will be reduced to 2 hours to accommodate 410 in the curriculum. We are working to restructure the final series of courses to extend their time-on-project over multiple semester, increasing rigor, and realigning with SLOs.

<p>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.</p>	<p>SP 2019</p>	<p><i>Unsure</i></p>	<p>SLOs 1 and 2 were integrated directly into the Capstone course. Assignments were reconfigured to gain a broader analysis of the scope of the SLO application across forms - final project/paper, resume & cover letter, current topics presentation, course interaction, etc. The goal was to not focus on a narrow application but rather, a broader use of the SLOs across applications relevant to Media & Entertainment.</p> <p>With our new curriculum coming FA 22, we are needing to revisit our SLOs overall and how they are assessed. Additionally, the relationship with SoCaP is one that needs to be ironed out through structural and functional changes.</p>	<p>They were positive from the Chair's perspective (who taught the course), however, there are noticeable gaps, likely a result of COVID restrictions and its impact on education. We need to refine the final capstone class as ARC 410 is going to be a major part of the final analysis moving forward, and MAE capstone will be reduced to 2 hours to accommodate 410 in the curriculum. We are working to restructure the final series of courses to extend their time-on-project over multiple semester, increasing rigor, and realigning with SLOs.</p> <p>Additionally, we need to revisit all applicable writing and communication styles, specifically with regard to format and adaptability of students to be able to adjust (such as using AP, APA, Broadcast Style, Technical Writing, etc.).</p>					
<p>Comments on part II:</p>									