

Academic Program
Plan for Assessment of Student Learning Outcomes
College of Arts and Sciences
The University of New Mexico

A. College, Department and Date

1. College: **Arts & Sciences**
2. Department: **Communication & Journalism**
3. Date: **October 13, 2015**

B. Academic Program of Study*

B.A. Journalism and Mass Communication

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes

- [Attach Cover Sheet for Student Learning Outcomes and associated materials.]*
[List below:]

1. Broad Program Learning Goals for this Degree/Certificate Program

To provide the knowledge, skills, and ethical principles that enable students to be competent and responsible professionals in multimedia journalism, strategic communication, and related fields.

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program
[Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]**

1. Write and edit clearly and accurately in forms and styles appropriate to the communication professions and audiences.

UNM Goals (Knowledge Skills Responsibility)

2. Apply tools and technologies appropriate to the professional fields of communication.

UNM Goals (Knowledge Skills Responsibility)

3. Evaluate information critically and apply theory in the use of information and images.

UNM Goals (Knowledge Skills Responsibility)

4. Develop a basic understanding of research methods and their application.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

UNM Goals (Knowledge Skills Responsibility)

5. Gain awareness of and apply ethical and legal principles.

UNM Goals (Knowledge Skills Responsibility)

6. Understand media history and roles in a multicultural society.

UNM Goals (Knowledge Skills Responsibility)

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

1. Timeline for Assessment

In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)

| Year/Semester | Assessment Activities |
|--|---|
| Year 1 SLO 1 Writing and Editing SLO 2 Use of Tools and Technologies | Use rubrics to assess writing and use of tools and technologies in capstone courses Advanced Multimedia and Strategic Campaigns Administer Senior Surveys |
| Year 2 SLO 3 Evaluate Information and Apply Theory SLO 4 Research Methods | Use rubrics to assess theory and research methods in core CJ478 Media Theory and Research |
| Year 3 SLO 5 Ethics and Legal Principles SLO 6 History of Media in Multicultural Society | Use rubrics to assess Ethics and Legal Principles in courses Media Law and Ethics and History of Media. Collect data on internship student self-evaluation (indirect measure) and supervisor's evaluations (direct measures) |
| Year 4 Analysis and discussion of assessment with faculty to draft plan of action | Outcomes assessed will be discussed with full faculty at the start of each academic year to address student learning and plan of action for program improvement. |

2. How will learning outcomes be assessed?

A. What:

i. For each SLO, briefly describe the means of assessment, i.e., what samples of evidence of learning will be gathered or measures used to assess students' accomplishment of the learning outcomes in the three- year plan?

*ii. Indicate whether each measure is direct or indirect. If you are unsure, contact assessment@unm.edu for clarification. You should have both direct and **indirect measures** and at least **half of the assessment methods/measures program wide will be direct** measures of student learning.*

| Student Learning Objectives (SLOs) | | Target course |
|--|--|------------------|
| 1. Write and edit clearly and accurately in forms and styles appropriate to the communication professions and audiences. | <u>Direct measure:</u> Instructors in capstone courses for the Multimedia Journalism and Strategic Communication will use rubrics (see Appendix 1) to assess a major writing assignment. <u>Indirect measure:</u> Senior Survey (Appendix 7) includes self-report evaluation of skills related to goals | C&J475 C&J488 |
| 2. Apply tools and technologies appropriate to the professional fields of communication. | <u>Direct measure:</u> In capstone courses for Multimedia Journalism and Strategic Communication, instructor will use rubrics (Appendix 2) to assess major course assignments. | C&J475 C&J488 |
| 3. Evaluate information critically and apply theory in the use of information and images. | <u>Direct measure:</u> Instructors in upper-level core course for Multimedia Journalism and Strategic Communication, C&J478 Media Theory and Research, will use rubrics (Appendix 3) to assess student oral presentations (for C1) and written assignments (for C2, C3, C4, C5). | C&J478 |
| 4. Develop a basic understanding of research methods and their application. | <u>Direct measure:</u> Instructors in upper-level core course C&J478 Media Theory and Research will use rubrics (Appendix 4) to assess student performance in research projects and/or other assignments. | C&J478 |
| 5. Gain awareness of and apply ethical and legal principles. | <u>Direct measure:</u> Instructors in upper-level core course C&J466 Media Ethics & Law will use rubrics (Appendix 5) to assess student performance in exams and written assignments. | C&J466 |
| 6. Understand media history and roles in a multicultural society. | <u>Direct measure:</u> Instructors in the core course C&J365 Media History will use rubric (Appendix 6) to assess exams and papers. | C&J365 |
| For SLOs 1, 2, 3, 5 | <u>Direct measure:</u> Internship supervisors evaluation surveys (Appendix 8) will be collected and analyzed for all majors who completed an internship. <u>Indirect measure:</u> All Students who complete an internship submit self-evaluation surveys (Appendix 9) that will be collected and analyzed. | |

iii. Briefly describe the **criteria for success** related to each direct or indirect measures of assessment. What is the program's performance target (e.g., is an "acceptable or better" performance by 60% of students on a given measure acceptable to the program faculty)? If scoring rubrics are used to

define qualitative criteria and measure performance, include them as appendices.

Rubrics and surveys (see Appendices 1-9) will be used as criteria for success. An acceptable performance target would be a minimum of 3.0 (on a 5-point scale) on all items.

See table below:

- B. Who: State explicitly whether the program's assessment will include evidence from all students in the program or a sample. Address the validity of any proposed sample of students. Please note that you are recommended to sample all students in your program; however, sampling approx. 20% of the student population is acceptable if the course's total student population (or student enrollment) exceeds 99 in an academic year. A valid explanation should be provided for samples that are less than 20% of the total student population.

**Assessment will sample from all students in the
Spring sections of CJ475 (cap 18) and CJ488 (cap 34) = 52 in senior class
Spring two sections of C&J478 (cap 34) = 68 students
Fall section of CJ466 (cap 35) and CJ365 (cap 24) = 59 students
Over three years, this represents approximately 42% of the students enrolled in
the Journalism and Mass Communication program (enrollment in Fall 2015
was 424).**

- 3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

Briefly describe:

- 1. who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

Instructors teaching CJ475, 488, 478, 466, and 365 will gather data and use rubrics to assess the stated SLOs. Assessment coordinators and members of the Undergraduate Studies Committee will oversee the process of analysis and interpretation.

- 2. the process for consideration of the implications of assessment for change:
 - a. to assessment mechanisms themselves,*
 - b. to curriculum design,*
 - c. to pedagogy...in the interest of improving student learning.**

All data will be entered into a spreadsheet for analysis. Quantitative data will be analyzed using SPSS. The first step will be to assess the quality of the assessment mechanisms by using appropriate research tools for measuring reliability. We will re-assess the measurement of competencies if needed. In the second step, we will report descriptive statistics as a means to assess the degree to which the competencies are met. Analysis will be conducive to the discussion of curricular design and pedagogical practices.

2. *How, when, and to whom will recommendations be communicated?*

A report will be submitted to all faculty in Spring 2018 for discussion of results and of any necessary remediation steps to address those learning objectives.

APPENDIX 1

Journalism and Mass Communication—Assessment of Learning Outcomes Evaluators' Rubrics

SLO 1: Write and edit clearly and accurately in forms and styles appropriate to the communication professions and audiences.

1. The student demonstrates ability to write clearly and edit effectively to produce a coherent message.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

2. The student demonstrates the ability to critically evaluate information and select appropriate sources.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

3. The student demonstrates ability to choose the format and style that is appropriate to the purpose and target audiences of communication.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

4. The student demonstrates awareness and application of principles of truth, accuracy, and fairness in their work.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

5. The student demonstrates awareness of ethical and legal principles in their writing.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

6. The student demonstrates level of skills appropriate for an entry-level professional position.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

APPENDIX 2

Journalism and Mass Communication—Assessment of Learning Outcomes Evaluators' Rubrics

SLO 2: Apply tools and technologies appropriate to the professional fields of communication.

1. The student chooses technological tools that are appropriate for the goal and target audience of communication.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

2. The student demonstrates awareness of legal and ethical principles in the use of tools and technology.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

3. The student demonstrates a level of technological competency appropriate for an entry-level professional position.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

APPENDIX 3

**Journalism and Mass Communication—Assessment of Learning Outcomes
Evaluators' Rubrics**

**SLO 3: Evaluate information critically and apply theory in the use of
information and images.**

1. The student demonstrates the ability to apply appropriate theories in the creation and presentation of images and information.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

3. The student demonstrates critical thinking skills in the application of theories to explain the roles of media and media professionals in society.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

3. The student is able to apply theories that address the relation between media and national diversity.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

4. The student is able to apply theories that address the relation between media and global diversity of peoples and cultures.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

5. The student demonstrates the ability to think critically, independently, and creatively.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

APPENDIX 4

Journalism and Mass Communication—Assessment of Learning Outcomes Evaluators' Rubrics

SLO 4: Develop a basic understanding of research methods and their application.

1. The student demonstrates the ability to access, evaluate, and synthesize information effectively as part of the process of conducting research.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

2. The student demonstrates basic competence in the application of a research method appropriate to communication professions.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

3. The student demonstrates knowledge of basic statistical concepts related to mass communication research methods.

| Needs work | | Competent | | Excellent |
|-------------------|----------|------------------|----------|------------------|
| 1 | 2 | 3 | 4 | 5 |

APPENDIX 5

**Communication—Assessment of Learning Outcomes
Evaluators' Rubric**

SLO 5: Gain awareness and apply ethical and legal principles in professional practice.

1. The student demonstrates understanding of the relationship of truth, accuracy, and fairness through analysis of principles and practices in media law and ethics.

| Needs work | | Competent | | Excellent | |
|-------------------|----------|------------------|----------|------------------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. The student demonstrates understanding of the fundamentals of constitutional interpretive theories related to freedom of speech.

| Needs work | | Competent | | Excellent | |
|-------------------|----------|------------------|----------|------------------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. The student demonstrates ability to use research and critical thinking skills to articulate an analysis and resolution of an issue in media ethics.

| Needs work | | Competent | | Excellent | |
|-------------------|----------|------------------|----------|------------------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |

4. The student demonstrates awareness of contemporary legal issues posed by new technologies

| Needs work | | Competent | | Excellent | |
|-------------------|----------|------------------|----------|------------------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX 6

**Communication—Assessment of Learning Outcomes
Evaluators' Rubric**

SLO 6: Understanding of media history and roles of professionals in a multicultural society.

1. The student demonstrates knowledge of the historical evolution of First amendment and freedom of speech and press.

| Needs work | | Competent | | Excellent | |
|-------------------|----------|------------------|----------|------------------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |

2. The student demonstrates knowledge of the changing roles of media and media professionals in historical perspective.

| Needs work | | Competent | | Excellent | |
|-------------------|----------|------------------|----------|------------------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |

3. The student demonstrates understanding of gender, race, sexual orientation and other forms of diversity in relation to media history.

| Needs work | | Competent | | Excellent | |
|-------------------|----------|------------------|----------|------------------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 |

APPENDIX 7 Journalism and Mass Communication Majors: Graduating Student Graduating Student Survey (2015)

This survey is designed to help the C&J faculty better understand how graduating students feel about the quality of their education and advisement, and preparedness for professional practice. Please take a few minutes to reply.

Date this survey was completed: _____

1. Concentration _____
 a. Multimedia Journalism
 b. Strategic Communication
 c. Other _____

For the following statements, please use this scale and circle your answer below:

- a. Strongly disagree
 b. Disagree
 c. Neither agree nor disagree
 d. Agree
 e. Strongly agree

My studies in multimedia journalism and/or strategic communication have:

| | | | | | |
|---|---|---|---|---|---|
| 2. increased my awareness of the importance of truth, accuracy, and fairness in communicating with the public. | a | b | c | d | E |
| 3. increased my knowledge and appreciation of freedom of expression. | a | b | c | d | E |
| 4. heightened my appreciation and understanding of ethical ways of thinking and acting. | a | b | c | d | E |
| 5. increased my understanding of gender, race, ethnicity, sexual orientation and other forms of national diversity in relation to mass communication. | a | b | c | d | E |
| 6. increased my understanding of the impact of mass communication on peoples and cultures in the the global society. | a | b | c | d | E |
| 7. increased my understanding of the diversity of audiences and points of view. | a | b | c | d | E |
| 8. increased my knowledge of the history of media and the changing roles of professionals and institutions. | a | b | c | d | E |

| | | | | | |
|--|---|---|---|---|---|
| 9. increased my ability to write clearly and correctly in forms and styles appropriate to my chosen professional field. | a | b | c | d | e |
| 10. increased my ability to critically evaluate sources of information. | a | b | c | d | e |
| 11. increased my knowledge of mass communication theories and their applications. | a | b | c | d | e |
| 12. increased my understanding of research and the use of research methods appropriate to my chosen professional field. | a | b | c | d | e |
| 13. generally speaking, made me a more critical, independent, and creative thinker. | a | b | c | d | e |
| 14. made me feel competent in the use of tools and technologies appropriate for my chosen professional field. | a | b | c | d | e |
| 15. increased my knowledge of basic numerical and statistical concepts relevant to mass communication functions. | a | b | c | d | e |
| 16. Generally speaking, I feel my education in the Dept. of Communication & Journalism is of a high quality. | a | b | c | d | e |
| 17. Generally speaking, I feel the instructors I have had in the C&J Department are of a high quality. | a | b | c | d | e |
| 18. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received is of high quality. | a | b | c | d | e |
| 19. My studies in journalism and/or strategic communication have prepared me well for an entry-level position in my chosen field. | a | b | c | d | e |
| 20. My studies in communication have prepared me well for success in my personal life. | a | b | c | d | e |

Short Answer (Use the back if necessary)

21. Did you have any trouble registering for your Communication courses? If so, which ones did you have trouble getting into?

22. Did you meet with the academic advisor (Gregoria Cavazos) at any time throughout your major? _____ Yes _____ No

23. Please tell us a little about how you feel about the academic advising the C&J Department provides.

24. Did you complete an internship during your program of studies? ____ Yes ____ No

25. If yes, how many before graduation? ____ 1 ____ 2 ____ 3 or more

If no, what was the main reason for not completing an internship?

26. Did you feel connected to the department? _____ Yes _____ No

If yes, what made you connect?

If no, what can the department can do to enhance students' connection?

27. Were you employed while completing your undergraduate studies at C&J?
_____ Yes _____ No

28. If yes, please indicate average number of hours per week worked:
_____ 15 or less _____ 16 to 29 hours per week _____ 30 or more hours per week

29. Please tell us any other thoughts you have about the program or how to improve it.

30. If you are a senior graduating at the end of this semester (or in summer if your are taking this survey in Spring Semester), please indicate your plans after graduation:

- _____ Job lined up in the communication field
- _____ Job line up in a field unrelated to my major
- _____ Will attend graduate school or professional school (e.g. Law School)
- _____ Will complete an internship
- _____ "Other" plans, please describe briefly:

Demographics:

Ethnic Identity: ___ 1 White; ___ 2 African American; ___ 3 Hispanic; ___ 4 Asian American;

___ 5 American Indian; ___ 6 Other _____

Male _____ Female _____

Age: Under 25 _____ 25–45 _____ 46+ _____

We would like to stay in touch with you. Please log on to our Alumni Sign-In page at http://www.unm.edu/~cjdept/department/pages/alumni_form.html and fill in the form. Thanks, and best of luck in your career and personal life.

APPENDIX 8

Department of Communication & Journalism Internship Exit Survey – Supervisor

Supervisor's Name: _____

Organization and Title: _____

Intern's Name: _____

Please give this survey to the intern in a sealed envelope. Reviewing the student's work during this internship, please indicate how well the student has mastered each of the competencies below. Please use the following scale:

- 1 Not at all
- 2 Somewhat
- 3 For the most part
- 4 Completely
- NA Not applicable or unable to rank

| | | | | | |
|--|---|---|---|---|----|
| 1. In selection of topic and information, focus and organization, the work shows effective critical judgment. | 1 | 2 | 3 | 4 | NA |
| 2. In range and selection of people interviewed and of other sources of information, the work shows thorough, balanced, and fair research and reporting. | 1 | 2 | 3 | 4 | NA |
| 3. The writing is correct, clear, and concise. | 1 | 2 | 3 | 4 | NA |
| 4. The writing conforms to an appropriate style for the discipline. | 1 | 2 | 3 | 4 | NA |
| 5. In use, interpretation, and presentation of numbers, the work applies basic numerical and statistical concept correctly and effectively. | 1 | 2 | 3 | 4 | NA |
| 6. In presenting images and information, the work shows effective understanding of visual concepts and theories. | 1 | 2 | 3 | 4 | NA |
| 7. The work demonstrates an understanding of the needs and wants of the audience for which the work is intended. | 1 | 2 | 3 | 4 | NA |
| 8. The work illustrates effective use of technology in its preparation. | 1 | 2 | 3 | 4 | NA |
| 9. The work demonstrates creative thinking. | 1 | 2 | 3 | 4 | NA |
| 10. The work displays a consideration of ethical thinking and presentation. | 1 | 2 | 3 | 4 | NA |
| 11. The work is truthful and accurate. | 1 | 2 | 3 | 4 | NA |
| 12. The work demonstrates analytical thinking | 1 | 2 | 3 | 4 | NA |

| | | | | | |
|--|---|---|---|---|----|
| 13. The work demonstrates an understanding and accurate application of First Amendment principles. | 1 | 2 | 3 | 4 | NA |
| 14. The work was of high quality. | 1 | 2 | 3 | 4 | NA |

Please rate the following statements by circling the answer which best reflects your position.

15. The student had the appropriate basic skills in preparation for the duties for this position.

Strongly Agree Agree Disagree Strongly Disagree

16. The student performed well during the internship.

Strongly Agree Agree Disagree Strongly Disagree

17. I was satisfied with the intern.

Strongly Agree Agree Disagree Strongly Disagree

Please answer the following open-ended questions.

18. What were the strengths of the intern?

19. What were the weaknesses of the intern?

20. What, if anything, could the Department of Communication & Journalism do to improve the internship experience for you?

21. Anything else you would like to add? **All surveys are kept confidential.**

APPENDIX 9

Department of Communication & Journalism Internship Exit Survey - Student

Intern's Name: _____

Organization: _____

Supervisor's Name: _____

To be completed by the intern (student).

Please rate the following statements by circling the answer which best reflects your position.

1. I felt my prior coursework prepared me adequately for this internship.
Strongly Agree Agree Disagree Strongly Disagree
2. The supervisor (employer) provided clear expectations for my work.
Strongly Agree Agree Disagree Strongly Disagree
3. The supervisor (employer) had me perform tasks that were relevant for my skills and background.
Strongly Agree Agree Disagree Strongly Disagree
4. I was satisfied with the internship.
Strongly Agree Agree Disagree Strongly Disagree

Please answer the following open-ended questions.

5. What were the strengths of the internship?

6. What were the weaknesses of the internship?

7. What, if anything, could the Department of Communication & Journalism do to improve the internship experience for you?

8. What should future students know about this internship?

9. Anything else you would like to add?

All surveys are kept confidential.