

Minnesota State University Moorhead
2008-2009 Assessment Report Cover Sheet

(An electronic version of this form can be accessed at <http://www.mnstate.edu/assess>)

Note: All non-accredited programs are required to complete this form. Include Assessment Reporting Forms for each learning outcome assessed.

Academic Program: Mass Communications

Department: Mass Communications

College: College of Business and Industry

Date: 10/30/08

1. Name(s) of Department Assessment Coordinator and/or Assessment Committee Members

Jody Mattern, Mark Strand, Martin Grindeland, CT Hanson

2. List of All Student Learning Outcomes. (List all outcomes, placing an asterisk (*) by the outcomes you are assessing this year.)

1. Recognize the theoretical concepts in one's chosen emphasis.
2. Demonstrate an understanding of the ethics governing one's chosen emphasis.
3. *Demonstrate verbal competency in one's chosen emphasis.
4. *Demonstrate visual competency in one's chosen emphasis.
5. *Demonstrate ability to work collaboratively.

6. *Demonstrate an ability to create a professional document that meets industry standards.

7. *Demonstrate entry level competence in one's chosen emphasis through successful completion of an internship or other professional experience.

3. Describe how your program has addressed the comments from the Student Learning Outcomes Assessment Committee during the past year. (If you have made changes to your plan, file a revised Assessment Plan Cover Sheet and Assessment Planning Form(s).)

The committee made the following suggestions:

1. Monitor outside assessment evaluators carefully for reliability. Consider adding a third measurement (possibly from faculty) to increase reliability.
2. Consider adding formative assessment into the assessment process where students are measured early in their careers and then, again, just before graduation.
3. Define choices better on teamwork evaluation. What does "average" mean?

Because we were aggressive last year in instituting several assessment procedures, and because we are still trying to get some things in place from last year's plan, we have not been able to respond to all of these suggestions with definitive plans. We are in the early discussion stages of developing additional assessment tools that respond to the suggestions. For formative assessment, our program is complicated by the fact that we have several different emphasis areas. Students who are beginning the program often don't know which emphasis area they will be in. Plus, students often change their emphasis areas later in their college careers, so developing different surveys for each emphasis area isn't practical. We'll keep working on that one.

We are also still unable to agree on assessment procedures for our remaining two learning outcomes. Attempting to do so has led to some lively discussions at faculty meetings. We can only say, consider it a work in progress. We are committed to putting a pre- test post-test assessment into place by next year for learning outcome #2 "Demonstrate an understanding of the ethics governing one's chosen emphasis."

Eventually, we will have assessment procedures for all of our learning outcomes.

We changed the teamwork evaluation from "average, above average, etc" to "None of the time. Some of the time. Most of the time. All of the time."

4. If you have received an Instructional Improvement Grant in the past two years, identify the outcomes on which the grant was based and provide a summary here of the results from your grant.

5. Signatures

Department Chair or Program Director

Dean or Director

Required Attachments:

1. Assessment Reporting Forms
2. Records of department meetings when Assessment Report was discussed and approved.

2007-2008 Report

STUDENT LEARNING OUTCOME	ASSESSMENT METHOD	COMPETENCY LEVEL
Recognize the theoretical concepts in one's chosen Field.		
Demonstrate an understanding of the ethics governing one's chosen profession.		
Demonstrate verbal (written/oral) competency in one's chosen emphasis.	Internship Evaluation Oral: 4.23 Written: 4.16 Exit Survey NA	Interns will receive a rating of 3.5 or better on a five-point scale on the questions related to written and oral competencies. Students will rate themselves at 3.5 or better on the questions related to written and oral communication.
Demonstrate visual competency in one's chosen emphasis.	Internship Evaluation Visual: 4.26 Exit Survey NA	Students will be rated at 3.5 or better on a 5-point scale on the question regarding visual competency. Students will rate the program at a level of 3.5 or better from a 5-point scale on the question regarding visual competency.
Demonstrate ability to work collaboratively.	Group Evaluation Survey 3.50 Internship Survey	Students will rate themselves or be rated by others at 3.5 or better (5-point scale) on all three instruments.

	<p>4.56</p> <p>Exit Survey</p> <p>NA</p>	
<p>Demonstrate the ability to create a professional document that meets industry standards.</p>	<p>Spring evaluation-day event.</p> <p>Average = 3</p> <p>Photo: 2.8</p> <p>Interactive: 3.6</p> <p>Advertising: 3.95</p> <p>Internship Evaluation</p> <p>4.14</p>	<p>Students will receive average or better scores.</p>
<p>Demonstrate entry-level competence in one's chosen emphasis through successful completion of an internship or other professional experience.</p>	<p>Internship Evaluation</p> <p>4.33</p>	<p>Student interns will rate be rated at an average of 3.5 or better on a 5-point scale.</p>

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Instructions: Include this form for each student learning outcome assessed during the previous year. Include Assessment Report Cover Sheet.

Academic Program: Mass Communications

1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

Demonstrate verbal competency in one's chosen emphasis. (3)

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

Internship Evaluation, Question #16, Exhibits good written communication skills and Question 17, Exhibits good oral communication skills. (See attached)

Exit Survey (attached)

3. Expected/satisfactory student results (from assessment plan)

Average of 3.5 or better on a five-point scale on questions related to written and oral competencies on internship survey.

A self-rating of 3.5 or better on questions related to written and oral communication on exit survey.

4. Actual results from the past year (attach additional information, if necessary)

Internship Evaluation

Oral: 4.23 n = 53

Written: 4.16 n = 53

Exit Survey

We have not gathered data yet from our exit survey because of ongoing technical problems with the online survey. We have been "getting the kinks out" for several months. Hopefully, we will start gathering data from graduating seniors in December.

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the first year, we have used this evaluation system, so no trend data will be available until next year's report.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

This is the learning outcome that we think has the most potential for the development of a formative assessment measure (specifically in written communication). We have all of the majors in the intro classes, which are taken in freshman or sophomore years. We are trying to determine how we would re-measure, since the group is split into areas of emphasis by their senior year. Possibly in the exit survey? We will discuss and attempt to have measurements ready to put in place by next year's plan.

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1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

Demonstrate visual competency in one's chosen emphasis. (4)

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

Internship evaluation (attached)

Exit survey (attached)

3. Expected/satisfactory student results (from assessment plan)

Internship Eval: Interns will be rated at 3.5 or better on a 5-point scale on the question regarding visual competency.

Exit Survey: Students will rate themselves at a level of 3.5 or better from a 5-point scale on the question regarding visual competency.

4. Actual results from the past year (attach additional information, if necessary)

Internship Evaluation: 4.26 n = 53

Exit Survey: NA

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

This is the first year we gathered this data. We will report trend data next year.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

We will be able to add the exit survey data next year.

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1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

Demonstrate ability to work collaboratively. (5)

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

Group Evaluation Survey (attached)

Internship Evaluation: Question #13, Demonstrates an ability to work as a member of a team. (attached)

Exit Survey (attached)

3. Expected/satisfactory student results (from assessment plan)

Students will rate themselves or be rated by others at 3.5 or better (5-point scale) on the internship and exit surveys. Students will be rated at 3.0 or above on the group evaluation survey.

4. Actual results from the past year (attach additional information, if necessary)

Group Evaluation Survey: 3.5 n = 125

Internship Survey: 4.56 n = 53

Exit Survey: NA

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

No trend data available since this is the first year we did these surveys.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

No action planned since we reached our goals.

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Demonstrate an ability to create a professional document that meets industry standards.
(6)

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

Spring Evaluation Day Event (see attached description)

Internship Evaluation Question: "Demonstrates the ability to create professional documents for your company." (attached)

3. Expected/satisfactory student results (from assessment plan)

Students will receive average or better scores on the spring evaluation day assessment, and an average of 3.0 or better on the internship survey.

4. Actual results from the past year (attach additional information, if necessary)

Spring evaluation-day event.

Average = 3

Photo: 2.8 n = 5

Interactive: 3.6 n = 5

Advertising: 3.95 n = 44

Internship Evaluation

Average = 3

Actual: 4.14 n = 53

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

No trend data is available since this is the first year we have collected this data.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

We are discussing methods to get more students involved in the spring evaluation event.

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1. Learning outcome assessed (please include the number of the outcome to correspond with the list on the cover sheet).

Demonstrate entry-level competence in one's chosen emphasis through successful completion of an internship or other professional experience. (7)

2. Describe assessment measure used for this learning outcome (attach instrument or rubric)

Internship Evaluation (attached)

3. Expected/satisfactory student results (from assessment plan)

Student interns will be rated 3.5 or better on a 5-point scale. The average of all questions on the internship survey will be reported.

4. Actual results from the past year (attach additional information, if necessary)

Internship evaluation average (see attached survey for question by question breakdown)

Overall: 4.33

5. Describe and explain available trend data for student performance on this outcome over the past several years. In other words, describe how the results of this measure have changed over the past several years.

No trend data available.

6. Proposed action in response to results. (Please note if improvements can be made with existing department resources. If improvements cannot be made with existing department resources, consider applying for an Instructional Improvement Grant.)

Although the assessments we receive from internship supervisors exceeds our expectations, the sad fact is that less than 1/3 of our majors actually experience an internship. Mostly, this problem is the result of not having enough internships available. Why? Many companies still believe that having an intern is time intensive and a "babysitting" job. However, most of our majors can contribute immediately if the internship

is a match to their interests and abilities. We believe an organized effort to meet with businesses and allay those fears could result in significantly more internship opportunities for our students. We will submit an Instructional Improvement Grant to support faculty time during the summer to make these calls.

MC 469 Internship**Intern Supervisor Evaluations Summer 2007 - Spring 2008****Rating Scale: [5 Superior, 4 Excellent, 3 Average, 2 Fair, 1 Poor]****Number of Evaluations: 53**

No.	Question	Ave	Mode	Range	N/A
1.	Grasps professional situation	4.3	5	2-5	0
2.	Displays technical knowledge	4.32	4	2-5	0
3.	Demonstrates an ability to organize	4.32	5	2-5	0
4.	Takes responsibility for tasks	4.43	5	2-5	0
5.	Requires minimal supervision once the task is explained	4.34	5	2-5	0
6.	Completes tasks in a professional manner	4.36	5	2-5	0
7.	Meets deadlines	4.25	5	1-5	0
8.	Demonstrates initiative	4	5	2-5	0
9.	Accepts constructive criticism	4.29	5	2-5	1
10.	Takes pride in assigned work	4.49	5	2-5	0
11.	Uses good judgment	4.26	4	2-5	0
12.	Exhibits adaptability	4.34	5	2-5	0
13.	Demonstrates an ability to work as a member of a team	4.56	5	2-5	1
14.	Exhibits maturity	4.43	5	2-5	0
15.	Exhibits good listening skills	4.32	5	2-5	0

<u>16.</u>	Exhibits good written communication skills	4.16	4	2-5	2
<u>17.</u>	Exhibits good oral communication skills	4.23	5	2-5	0
<u>18.</u>	Exhibits professional demeanor with clients	4.41	5	2-5	7
<u>19.</u>	Respects workplace colleagues	4.45	5	2-5	2
<u>20.</u>	Exhibits positive personal decorum	4.51	5	2-5	0
<u>21.</u>	Demonstrates the ability to create competent visual communications	4.26	5	2-5	1
<u>22.</u>	Demonstrates the ability to create professional documents for your company	4.14	4	2-5	3
	Total:	4.33	5	1-5	17

Teamwork Evaluations

Rating Scale:

- 4 = All of the time
- 3 = Most of the time
- 2 = Some of the time
- 1 = None of the time

Total Students Evaluated: **Spring
2008** 125

Question	Average
Commits oneself to being a dedicated member of the team facing an assigned challenge/task.	3.50
Completes the individual work that was assigned or expected by the team in a timely manner.	3.52
Attends team sessions.	3.41
Works with others for the good of the group, not insisting on having things one's own way.	3.54
Shows respect and/or tolerance of others.	3.64
Engages in communication behaviors that lend support to the ideas or suggestions of others.	3.42
Overall Average	3.50

Portfolio Day Outside Evaluations

Semester: Spring 2008

Rating Scale: 5 = Significantly Above Average

4 = Slightly Above Average

3 = Average

2 = Slightly Below Average

1 = Significantly Below Average

Photography

Number of Evaluations: 5

Average: 2.8

Interactive Design

Number of Evaluations: 5

Average: 3.6

Advertising

Number of Evaluations: 44

Average: 3.95

Spring Evaluation Day Event

We held our first Evaluation Event on March 26, 2008. For this event, students from MSUM, NDSU, MSCTC, and Concordia were given the opportunity to meet with professionals from their field and show them their portfolios. We partnered with the FM AdFed for this event and it was further supported by a Dill Grant. Most reviewers were members of FM AdFed. Because of the partnership, the primary focus on this event was on advertising and graphic design portfolios.

MSUM Mass Communications added onto the event by inviting reviewers from out of Fargo/Moorhead for their photojournalism, broadcast journalism, print journalism and interactive design students. These reviewers critiqued student work, spoke to classes and participated in a panel discussion about getting jobs in their respective fields.

Over 80 students and 20 reviewers participated in the one-day-event. Planning is currently in place for the 2009 event, which will be held on April 1. Our goal as MSUM Mass Comm is to increase participation in print journalism and broadcast journalism in this year's event.

Exit Survey: Graduating Seniors

Mass Communications

1. Emphasis Area (check one)

Advertising

Broadcast Journalism

Integrated Advertising and Public Relations

Photo Journalism

Print Journalism

Public Relations

Online Journalism

Mass Communications and English

Other

(Text Box)

Rating Criteria

Please evaluate how well the Mass Communications program prepared you in the following areas. The evaluation will be rated on a scale of 1 to 5 with 5 being the highest score. 2. Overall quality of the courses required in your major.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

3. Overall quality of department elective course offerings.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

4. Overall quality of teaching.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

5. Overall quality of advising.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

6. Knowledge I have gained about my chosen emphasis area.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

7. Educational experiences I have had outside the classroom.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

8. How well the program helped improve my oral communication/presentation skills.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

9. How well the program helped improve my writing skills.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

10. How well the program helped improve my ability to create visual communications.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

11. How well the program helped improve my technical/computer skills.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

12. How well the program prepared me to create a professional document to industry standards in my area of emphasis.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

13. How well the program helped improve my ability to work in a group.

5 = superior

4 = good

3 = average

2 = below average

1 = poor

14. How well the department prepared me to find employment in my desired field,

5 = superior

4 = good

3 = average

2 = below average

1 = poor

Comments/Suggestions

(Text Box)

MASS COMMUNICATIONS

Departmental Meeting - October 17, 2008

Present: Mark Strand, chairperson; Deneen Gilmour, Martin Grindeland, C. T. Hanson, Dan Johnson, Jody Mattern, Reggie Radniecki, Camilla Wilson

Absent: Wayne Gudmundson (sabbatical), Bill Hall, Aaron Quanbeck

1) Announcements:

a) Summer session - Schedule is due December 5th. University is looking at ways to increase summer revenue; one of which is asking departments to offer courses during the weeks before and after summer session.

b) RRIPA - Wednesday, Nov. 5th. Mark invited the department faculty to a noon luncheon in the CMU to meet with high school advisors.

2) The following professional course revisions were discussed:

Print Journalism: Add MC 407 Magazine Writing (3 credits) as a requirement.

Advertising: Replace MC 301 Ad, News, PR Online (3 credits) with 3 credits of electives.

Public Relations: Replace MC 301 Ad, News, PR Online with MC 383 Event Planning.

Integrated Ad/PR: Replace MC 301 Ad, News PR Online with MC 383 Event Planning.

Photojournalism: Reggie distributed the attached revisions for the Photojournalism emphasis.

Online Journalism/Print Journalism: C.T. suggested changing the name of MC 405 Computer Assisted Reporting to Writing for the Web rather than creating a new course. This could then be submitted to APAC as a minor change due to a new instructor teaching the course.

3) Mark and Dan announced that Dan and his spring semester desktop video class will produce "guerilla video promos" in connection with President Szymanski's MSUM public relations campaign. Videos will be placed on youtube and Facebook.

4) Assessment:

Assessment report is due October 31st. Jody distributed and reviewed statistics compiled on the attached 2007-08 report.

Following items were discussed:

Demonstrate ability to work collaboratively: C.T. noted that the group evaluation survey should use 5-point rating system instead of the 4-point rating system.

Exit Survey: Technical problems with online exit survey are being worked out with Instructional Technology.

Recognize theoretical concepts in one's chosen field: Jody requested that each emphasis submit list of assessment methods that could be used to measure this outcome.

Portfolio Day is scheduled for April 1st.

5) Department discussed possibility of starting fund drive for scholarships.

Respectfully submitted,

Deb Hval