



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College College of Arts, Humanities and Social Sciences

Department **Communication and Media Studies**

Degree Program Communication and Media Studies

Contact Person for the Assessment Plan: David Pierson

Current Date: 11 May 2020

List the date of the most recent academic program review/self-study: N/A

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? Yes No

If **YES**, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____ . Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If **NO**, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

Communication is an ancient field of study, tracing its roots to the Golden Age of Greece when Aristotle studied rhetoric, the art of persuasion. Citizen participation in politics was at the heart of Greek democracy and the power of the spoken word was key to participation.

During the 20th Century, communication inquiry began to broaden beyond its traditional focus to include knowledge gained from psychology, sociology, anthropology, and other contemporary fields of study. Scholars examined the effects of communication on attitude formation, interpersonal relationships, group decision making, and organizational behavior. Meanwhile, the introduction of radio, television, and film further expanded the scope of the discipline.

Today, students and faculty consider issues involving gender and communication, multiculturalism, ethics, health communication, media and public policy, and other current topics. Understanding the process of communication is as important to our democracy as public speaking was for the ancient Greeks.

The bachelor of arts degree in communication provides comprehensive knowledge about the nature of communication, the symbol systems by which it functions, the environments in which it occurs, its media, and its effects. Employing critical and empirical approaches, the program spans the social sciences, humanities, and fine arts.

The bachelor of arts in media studies focuses on understanding, creating, and exploiting various social and participatory media through a program of integrated courses in media writing, criticism, and production. Our goal is to graduate literate, capable, and responsible media professionals.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

The Communication and Media Studies faculty educate future leaders in the fields of communication, the liberal arts, business, law, public service, social sciences, education, and mass media. The faculty are committed to fostering critical inquiries across the spans of the social sciences, humanities and the arts, and support academic freedom for students, faculty, and staff while advocating for diversity in academic work.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

Both the Communication and Media Studies programs consider issues concerning diversity, gender and sexual orientation, and race and ethnicity as they relate to the study of communication and mass media in their international, national, and local symbol systems.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:
<https://usm.maine.edu/communication-media-studies/communication-and-media-studies-learning-outcomes>

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses: N/A

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

Curriculum map for Communication major: Student Learning Objectives (SLO) and course matrix. NOTE: Student Learning Objectives (SLO) for the Communication major may be achieved in a variety of courses. The courses listed below are those identified for the purpose of program assessment.

SLO #1: Assessed annually in the following course(s): CMS 102: Introduction to Communication (required core course), and CMS 495 Theories of Communication (capstone course).

SLO #2: Assessed annually in at least one of following course(s): CMS 242 Communication and Social Media, CMS 265 Intrapersonal Communication, CMS 272 Persuasion, CMS 290 Intercultural Communication, CMS 332 Communication in the Family, CMS 360 Ethical Dilemmas in the Digital Age, CMS 390 Theories of Organizational Communication.

SLO #3: Assessed annually in the following course(s): CMS 200: Methods of Research in Communication (required core course).

SLO #4: Assessed annually in the following course(s): CMS 200: Methods of Research in Communication (required core course).

SLO #5: Assessed annually in at least one of the following course(s): CMS 255: Business & Professional Communication, CMS 330: Theories of Interpersonal Communication, CMS 345: Small Group Communication.

Curriculum map for Media Studies major: Student Learning Objectives (SLO) and course matrix. NOTE: Student Learning Objectives (SLO) for the Media Studies major may be achieved in a variety of courses. The courses listed below are those identified for the purpose of program assessment.

SLO #1: Assessed annually in the following course(s): CMS 103 Introduction to Media Studies. This course is a required course in the major.

SLO #2: Assessed annually in the following course(s): CMS 103 Introduction to Media Studies, 102 Introduction to Communication, and CMS 200 Research Methods in Communication. These course are all required courses in the major.

SLO #3: Assessed annually in the following course(s): CMS 200: Methods of Research in Communication. This course is a required course in the major.

SLO #4: Assessed annually in the following course(s): CMS 150 The Writing Process, CMS 274 Writing for the Media, CMS 202 Writing for Popular Print Media, CMS 205 Topics in Media Writing, CMS 225 Screenwriting, CMS 300 Topics in Media Writing II, CMS 302 Writing the Feature Story, CMS 305 Writing Opinion: Editorials and Columns, and CMS 315 Broadcast Newswriting.

SLO #5: Assessed annually in the following course(s): CMS 203/204 Introduction to Video Production, CMS 220 Digital Audio and Radio Production, CMS 320 Topics in Media Production II, CMS 340/341 Field Video Production, CMS 440/441 Advanced Field Video Production, CMS 460 Topics in Media Production III, CMS 400 Senior Project (required course in major) and CMS 450 Service Learning Practicum (required course in major).

c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

Media Studies major: 5. *Create a 'signature work' and engage in service learning.* Graduates will create a significant media project that integrates the skills and experiences developed during their tenure as media studies majors. Graduates will also collaborate with nonprofit organizations to develop various media related projects.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**

Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

<u>Check Assessment Methods Used this Academic Year</u>	<u>When Implemented</u>		
<input type="checkbox"/> Artistic Exhibition/Types of Performance	Fall	Spring	Summer
<input checked="" type="checkbox"/> Class assignments/Exams/Papers (completed in course)	Fall	Spring	Summer
<input type="checkbox"/> Capstone Project (written project, non-thesis paper)	Fall	Spring	Summer
<input type="checkbox"/> Comprehensive or licensure exam (created by external org)	Fall	Spring	Summer
<input type="checkbox"/> Exit Exam (created by department or program)	Fall	Spring	Summer
<input type="checkbox"/> Exit Interview (individual or indiv self-reports of outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Employer meetings/discussions on student outcomes	Fall	Spring	Summer
<input type="checkbox"/> Focus Groups (self-reports of outcome attainment)	Fall	Spring	Summer
<input type="checkbox"/> Internship/Fieldwork (evaluations of performance)	Fall	Spring	Summer
<input type="checkbox"/> Oral Performance/conference presentation	Fall	Spring	Summer
<input type="checkbox"/> Portfolio of student work	Fall	Spring	Summer
<input type="checkbox"/> Reflection Essays (self-report of outcome achievement)	Fall	Spring	Summer
<input type="checkbox"/> Research Papers (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Supervisor/Employer Evaluation (performance outside of class)	Fall	Spring	Summer
<input type="checkbox"/> Student Survey information (student self-reports on outcomes)	Fall	Spring	Summer
<input type="checkbox"/> Thesis/Dissertation (used for course & program assessment)	Fall	Spring	Summer
<input type="checkbox"/> Other: please explain			

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

All of the student project work in CMS 400 Senior Project (Fall 2019) was assessed and evaluated by the Media Studies faculty in relation to student learning outcome number 5.

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

The assessment of student project work in CMS 400 Senior Project found that out of a class of 35 students, only a relatively small amount of students did work that could be considered by the faculty as signature work.

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

The Media Studies faculty concluded that the reason students were not producing project work that met the standards of signature work was because they required more instructor based mentoring and periodic check-ins on their work. This discovery led the faculty to discuss and conclude that the course enrollment numbers needed to be reduced to enable a greater degree of instructor mentoring and review of the progression of their work. This discussion led to another conclusion that Media Studies majors would benefit from a choice among doing a project-oriented course (CMS 400), a senior topic-based seminar based on the expertise of the faculty, and an advanced internship course allowing students to produce an e-portfolio of their work in the internship and their course work in the major.

Step 3: Using the Assessment results to Improve Student Learning

- a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

Program instructors/faculty
 Faculty committee
 Ad hoc faculty group
 Dept Chair/Program Director/Dean
 Faculty advisor
 Students (assistants, interns)
 Other: please explain

- b. How did they evaluate, analyze, or interpret those results? (check all that apply)

Used a rubric or scoring guide(s) for an assignment, paper, etc.
 Scored exams/tests/quizzes
 Used professional judgments (no rubric or scoring guide)
 Compiled or reviewed survey results
 Reviewed qualitative methods (interviews, focus groups, open-ended responses)
 External organization scored/analyzed data (licensure, comp exams)
 Other: please explain

- c. Indicate how the program will use (or has used) the results (check all that apply):

Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
 Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)
 Course pedagogy changes (teaching)
 Personnel or resource allocation changes
 Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)
 Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)
 Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)
 Results indicated no action needed, students met expectations
 Other: please explain

- d. Briefly explain each of the program changes/improvements indicated above.

The main change in the Media Studies major is to offer seniors a choice of either doing a project-based, signature work (CMS 400 Senior Project Workshop), a senior seminar class (CMS 485 Seminar in Media Studies) or an advanced internship with creating an e-portfolio of their internship and course related work (CMS 493 Advanced Internship with Professional Portfolio in Media Studies). These changes were approved by the CMS faculty will be enacted the 2020-2021 Academic Year.

- e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

These changes were approved by the CMS faculty will be enacted the 2020-2021 Academic Year.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

No other assessment activities were completed this academic year.