

Template¹
 Academic Program
 Plan for Assessment of Student Learning Outcomes
 The University of New Mexico

A. College, Department and Date

- 1. College: *[Arts & Sciences]*
- 2. Department: *[Communication & Journalism]*
- 3. Date: *[May 13, 2008]*

B. Academic Program of Study²

[B.A Journalism; B.A. Mass Communication]

C. Contact Person(s) for the Assessment Plan

[John Oetzel, Chair, joetzel@unm.edu; Dennis Herrick, Lecturer II, Herrick@unm.edu]

D. Broad Program Goals & Measurable Student Learning Outcomes

[Attach Cover Sheet for Student Learning Outcomes and associated materials.]

See attached

E. Assessment of Student Learning Three-Year Plan

All programs are expected to measure some outcomes annually and to measure all priority program outcomes at least once over two consecutive three-year review cycles. Describe below the plan for the next three years of assessment of program-level student learning outcomes.

1. Student Learning Outcomes

[We have addressed all of the 11 SLOs. The assessment plan, data analysis, and changes to program were approved by the Accrediting Council on Journalism and Mass Communications]

Relationship to UNM Student Learning Goals (insert the program SLOs and check all that apply):

University of New Mexico Student Learning Goals				
Program SLOs	Knowledge	Skills	Responsibility	Program SLO is conceptually different from university goals.
A.1. Students work and attitudes demonstrates respect for truth, accuracy, and fairness.	x		x	
A.2. Students work and attitudes demonstrates respect for the First Amendment and freedoms of speech and press.	x		x	

¹ Source: Kansas State University Office of Assessment.

² 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.).

A.3. Students work and attitudes demonstrates respect for ethical ways of thinking and acting	x		x	
A.4. Students work and attitudes demonstrates respect for the history and roles of the media.	x		x	
A.5. Students work and attitudes demonstrates respect for the diversity of audiences	x		x	
B.1. Students should be able to write and edit clearly and accurately.	x	x		
B.2. Students should be able to use the tools of technology.	x	x		
B.3. Students should be able to apply theories in presenting information.	x	x		
B.4. Students should be able to engage in research and critical evaluation.	x	x		
B.5. Students should be able to understand data and statistics.	x	x		
B.6. Students should be able to think creatively and analytically	x	x		

2. How will learning outcomes be assessed?

We did not separate means of assessment from each learning objective. Rather, every SLO was incorporated into each means of assessment. Also, we disagree with the need to have half direct and half indirect. We have two direct and five indirect. The two direct are more than sufficient and the number of indirect reflect the nature of our broad constituents.

The values and competencies were used in the direct and indirect assessment of student learning. We adopted two direct measures (exam and directed assignment) and five indirect measures of our curriculum and student learning including evaluation of internships, feedback from the Advisory Board, graduating student surveys, 269 survey (survey of students in a specific course in the 1st and 2nd year of their program), and alumni surveys. We also consider the ACEJMC accreditation process an indirect measure of assessment. The assessment tools are displayed in the Appendix.

Direct Measures

1. *Student Assignment:* In the capstone courses (460, 475, 482, 489), all students from an outgoing cohort complete an exit assignment that relates to their topic. The faculty created assignments tailored to the requirements in each concentration area: print (written news story), broadcast (video news story), advertising (advertising plan for a selected organization), and public relations (public relations plan for a selected organization). To assess learning related to the 11 values and competencies, the Department created a standard evaluation form. The assignments are available for the site team to review. A sample of 6-8 students in each course are assessed. These are stratified by GPA such that we select one with 3.5 or above, 2 3.0-3.49, 3 2.5-2.99, and 2 2.0-

- 2.49. The process is supported by our accrediting body. These are assessed by three raters (one faculty outside the course; two advisory board members. Criteria for Success: Agreement by raters; Students with higher GPA are rated higher by evaluators; Raters identifying the projects highly (subjective measure)
2. *Capstone course exit exam/entrance exam for intro students:* The faculty created a 55-item standardized exam that directly measures the competencies and values of students at various points in their program. There are approximately 5 questions for each of the 11 values/competencies. The faculty revised this exam and shortened to a 47-item questionnaire during summer 2007 and the revised version is displayed in the appendix. All students in these courses participate (171, 460, 475, 482, 489) Criteria for Success: The capstone students significantly outscored the beginning students; maintenance or improvement on future assessments

Indirect Measures

3. *Student surveys:* Two types of student surveys are utilized. They are a self-report survey for graduating students (all students) and a self-report survey for students in the 1st/2nd year of the program (269 course—all students). The survey asks the degree to which the program emphasizes the values/competencies and the mastery of the values/competencies during their studies. The survey also includes demographic information to enable comparisons and future contact information (e.g., e-mail address) so that we can find alumni in two years and to further enhance alumni relations (grad survey only). Criteria for Success: Means above 4.0 on a 5 point scale (initial); maintenance or improvement on future assessments
4. *Alumni surveys:* Annually, we send a self-report survey to all alumni we have contact information for approximately two years after graduation to get their feedback about whether the program was helpful in preparing for their careers. The questions are largely the same as on the graduating student survey so that we can compare the newly graduated cohort with the 2-year post cohort. Criteria for Success: Means above 4.0 on a 5 point scale (initial); maintenance or improvement on future assessments
5. *Advisory Board:* The Advisory Board is composed of professionals in each of the concentration areas. The faculty present curriculum, mission, vision, and action plans for their review. The board provides feedback for the faculty to consider in revising these elements. The board also assists the faculty with fundraising. The C&J faculty meets twice a year with the Advisory Board, with breakout sessions for each concentration and follow-up reports to the chair. Criteria for Success: Continued meetings and support from the board on our process.
6. *Internships:* All students who complete an internship complete a rigorous evaluation process. The students complete a self-evaluation; the employer completes a written evaluation of the student, and faculty call the employer for additional feedback. The written evaluation from the supervisors considers the ACEJMC values and competencies as well as providing an overall rating. Criteria for Success: Means above 4.0 on a 5 point scale (initial); maintenance or improvement on future assessments
7. *ACEJMC accreditation:* The Chair and all members of the full-time J & MC faculty were involved in preparing the Preliminary Self-Study and then the official self-study. We utilized the feedback from the preliminary self-study report in revision of curriculum and the assessment plan. Criteria for Success: Accreditation of the J & MC program

(NOTE: All rubrics are displayed at the end of this document)

3. **When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?**

All of the assessment information was collected by April 2007. Several people worked on the data entry, analysis, and compilation of the results. Office staff completed data entry to ensure anonymity of the students. Original forms were filed and not available to any of the analysis team. The databases were entered into Excel and SPSS files for analysis. The Chair prepared the analysis plan (available upon request) and oversaw all analyses. Quantitative data were analyzed by two graduate students with advanced training in statistics. Qualitative data were analyzed by the assessment coordinator (a faculty member with training in this type of research). The assessment coordinator completed the final report which included all of the conclusions.

The report was completed May 2007 and shared with all J & MC faculty through face-to-face meetings. The Chair and faculty reviewed the findings and identified patterns and areas for improvement. During this process, we completed a curricular review (to be able to map how and where we teach all SLOs). Collectively, we identify a number of changes to make in curriculum, student services, and other programmatic elements. These are presented in an outcome assessment report (to be filed with annual assessment update) and not reviewed here in detail. These changes were implemented in summer 2007 or Fall 2008 (for formal curricular changes).

Continued Assessment

We have a continued plan for the assessment of learning outcomes. First, we will not make any changes to the curriculum so that we can directly assess whether the changes we have made at this time worked. Second, we will assess the cohort in three years to make this determination. This continued assessment includes the following steps:

- ❑ Exam: We administered the entrance exam to 171 students in September 2007. This is our new entry cohort. The graduating students in May 2010 (which will include the majority of 171 entry students) will then take this exam and we will directly compare the scores of the two cohorts.
 - ❑ Directed Assignment: The new cohort of students is going to be required to compile a portfolio of directed assignments during their program. This portfolio will be assessed by an evaluation committee in Spring 2010.
 - ❑ Student Surveys and Alumni Surveys: We will administer the student and alumni surveys annually in the spring semester. We will analyze the data at the time of administration, but only for spot check of the program (e.g., retention issues). The official assessment will roll these surveys together every three years for formal analysis.
 - ❑ Advisory Board Meetings: We will continue to meet with the Advisory Board twice annually. We will compile the feedback every three years for assessment.
 - ❑ Internships: We will assess the interns every semester and have the internship coordinator complete a yearly evaluation of the internship program. The data will be rolled up for the formal assessment every three years (Spring 2010).
 - ❑ ACEJMC accreditation visit: The site team will visit in January 2008. We will utilize their feedback to make changes in the program. If there are significant changes, we will consider restarting the cohort assessment to August, 2008 after we can implement these changes. We are open to this possibility and will make a determination after that visit.
4. **What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

As noted above, the Dept. Chair and assessment coordinator completed the data analysis and wrote the report. The report was shared with the J & MC faculty in Summer 2007. The faculty reviewed the outcomes and collectively met three times to determine appropriate changes in the program. These programmatic changes have already been implemented. We communicated these changes to students (through advising) and to our advisory board. The ultimate effectiveness of this process was supported by ACEJMC's decision to accredit these programs in May 2008.

APPENDIX: ASSESSMENT TOOLS

ANALYSIS OF CAPSTONE COURSE PRODUCTS

After reading/viewing the student's work, 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
- N/A 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 is of high quality.	1	2	3	4	NA

Any additional comments about the quality of the product:

Journalism and Mass Communication Majors: Graduating Student Survey

This survey is designed to help the C&J faculty better understand how people in the capstone courses (and thus at or near graduation) feel about the quality of their education in Journalism and Mass Communication. Your responses can help the students who follow you. Please take a few minutes to reply. Please return this to your instructor.

1. Concentration area
 - a. Advertising
 - b. Broadcast Journalism
 - c. Print Journalism
 - d. Public Relations
 - e. Other

Using the following scale, to what extent do you feel your coursework in your journalism and mass communication program emphasized the following?

- a. Not at all
- b. Somewhat
- c. For the most part
- d. Completely
- e. Not applicable or unable to rank

2. Truth, accuracy, and fairness	a	b	c	d	e
3. The First Amendment and freedoms of speech and press	a	b	c	d	e
4. Ethical ways of thinking and acting	a	b	c	d	e
5. The history and roles of the media	a	b	c	d	e
6. The diversity of audiences	a	b	c	d	e
7. To write and edit clearly and accurately	a	b	c	d	e
8. To use the tools of technology	a	b	c	d	e
9. To apply theories in presenting information.	a	b	c	d	e
10. To engage in research and critical evaluation	a	b	c	d	e
11. To understand data and statistics	a	b	c	d	e
12. To think creatively and analytically	a	b	c	d	e

For the following statements, please use this scale:

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

13. Generally speaking, I feel my education in the Communication & Journalism Department was of a high	a	b	c	d	e
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quality.					
14. Generally speaking, I feel the instructors I had in the C&J Department were of a high quality.	a	b	c	d	e
15. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received was of high quality	a	b	c	d	e
16. My studies in journalism and mass communication have increased my values on truth, accuracy, and fairness	a	b	c	d	e
17. My studies in journalism and mass communication have increased my knowledge of the legal aspects of my chosen professional field.	a	b	c	d	e
18. My studies in journalism and mass communication have increased my understanding of ethical dilemmas, principles of decision-making and practices in my field.	a	b	c	d	e
19. My studies in journalism and mass communication have provided me with an understanding of the roles and responsibilities of social communicators in a culturally diverse, democratic society.	a	b	c	d	e
20. My studies in journalism and mass communication have increased my understanding of how to produce verbal and visual messages to meet different communication goals or audiences.	a	b	c	d	e
21. My studies in journalism and mass communication have increased my ability to produce and recognize media messages that meet professional standards or expectations in terms of format, style and grammar.	a	b	c	d	e
22. My studies in journalism and mass communication have increased my ability to use digital media and other technological innovations in my chosen field.	a	b	c	d	e
23. My studies in journalism and mass communication have increased my ability to use theories in the design and presentation of information.	a	b	c	d	e
24. My studies in journalism and mass communication have increased my ability to use research skills to produce accurate and well-grounded messages.	a	b	c	d	e
25. My studies in journalism and mass communication have increased my ability to understand and interpret data and statistics.	a	b	c	d	e
26. My studies in journalism and mass communication have increased my ability to address problems in a creative and analytical manner.	a	b	c	d	e
27. My studies in journalism and mass communication have prepared me well for my chosen career.	a	b	c	d	e

Please complete the following open-ended information

List the courses you felt were the most beneficial and explain why.

List the courses you felt were the least beneficial and explain why.

Any last thoughts?

Ethnic identity _____

Please mark: Male _____ Female _____

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

Please provide an address (e-mail and physical) that we can contact you at 2 years after graduation. We would like to follow up and determine how you feel about your education after you have been in the working world for a couple of years. This is a key part of the accreditation process and so we greatly appreciate your help. This information will not be reviewed directly by your instructors; they will only see it in summary form

E-Mail:

Physical Address:

In addition, 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.

Journalism and Mass Communication Majors: Student Survey for 269 Students

This survey is designed to help the C&J faculty better understand how people in the 269 courses feel about the quality of their education and advisement in Journalism and Mass Communication. Your responses can help the students who follow you. Please take a few minutes to reply. Please return this to your instructor.

1. Concentration area
 - a. Advertising
 - b. Broadcast Journalism
 - c. Print Journalism
 - d. Public Relations
 - e. Other

Using the following scale, to what extent do you feel your coursework in your journalism and mass communication program emphasized the following?

- a. Not at all
- b. Somewhat
- c. For the most part
- d. Completely
- e. Not applicable or unable to rank

2. Truth, accuracy, and fairness	a	b	c	d	e
3. The First Amendment and freedoms of speech and press	a	b	c	d	e
4. Ethical ways of thinking and acting	a	b	c	d	e
5. The history and roles of the media	a	b	c	d	e
6. The diversity of audiences	a	b	c	d	e
7. To write and edit clearly and accurately	a	b	c	d	e
8. To use the tools of technology	a	b	c	d	e
9. To apply theories in presenting information.	a	b	c	d	e
10. To engage in research and critical evaluation	a	b	c	d	e
11. To understand data and statistics	a	b	c	d	e
12. To think creatively and analytically	a	b	c	d	e

For the following statements, please use this scale:

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

13. Generally speaking, I feel my education in the Communication & Journalism Department is of a high quality.	a	b	c	d	e
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14. Generally speaking, I feel the instructors I have had so far in the C&J Department are of a high quality.	a	b	c	d	e
15. 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

Please complete the following questions

Have you had any trouble registering for your journalism and mass comm. courses? If so, which ones have you had trouble getting in to?

Have you met with the academic advisor (Mary Bibeau)? Yes No

Have you met with the undergraduate faculty advisor in your concentration (Dennis Herrick—journalism; Olaf Werder—mass communication)? Yes
No

Please tell us a little bit about how you feel about the academic advising the department provides?

Do you feel connected to the department? Yes No
 If not, what can the department can do to enhance your connection?

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

Ethnic identity _____

Please mark: Male _____ Female _____

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

Journalism and Mass Communication Majors: Alumni Survey

This survey is designed to help the C&J faculty better understand how graduates of our program now reflect back on their studies in journalism and mass communication. We are surveying recent alums in order to help us strengthen are overall program and determine whether your studies have helped you in your chosen career. Additionally, this information is important for us in our accreditation process. Please take a few minutes to reply. You can either complete this via e-mail (by starring or bolding the appropriate response) Please return this to your instructor.

1. Concentration area
 - a. Advertising
 - b. Broadcast Journalism
 - c. Print Journalism
 - d. Public Relations
 - e. Other

For the following statements, please use this scale:

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

2. Generally speaking, I feel my education in the Dept. of Communication & Journalism was of a high quality.	a	b	c	d	e
3. Generally speaking, I feel the instructors I had in the C&J Department were of a high quality.	a	b	c	d	e
4. Generally speaking, I feel the departmental advising (not Arts & Science or general university advising) that I received was of high quality	a	b	c	d	e
5. My studies in journalism and mass communication have increased by values on truth, accuracy, and fairness	a	b	c	d	e
6. My studies in journalism and mass communication have increased my knowledge of the legal aspects of my chosen professional field.	a	b	c	d	e
7. My studies in journalism and mass communication have increased my understanding of ethical dilemmas, principles of decision-making and practices in my field.	a	b	c	d	e
8. My studies in journalism and mass communication have provided me with an understanding of the roles and responsibilities of social communicators in a culturally diverse, democratic society.	a	b	c	d	e
9. My studies in journalism and mass communication have increased my understanding of how to produce verbal and	a	b	c	d	e

visual messages to meet different communication goals or audiences.					
10. My studies in journalism and mass communication have increased my ability to produce and recognize media messages that meet professional standards or expectations in terms of format, style and grammar.	a	b	c	d	e
11. My studies in journalism and mass communication have increased my ability to use digital media and other technological innovations in my chosen field.	a	b	c	d	e
12. My studies in journalism and mass communication have increased my ability to use theories in the design and presentation of information.	a	b	c	d	e
13. My studies in journalism and mass communication have increased my ability to use research skills to produce accurate and well-grounded messages.	a	b	c	d	e
14. My studies in journalism and mass communication have increased my ability to understand and interpret data and statistics.	a	b	c	d	e
15. My studies in journalism and mass communication have increased my ability to address problems in a creative and analytical manner.	a	b	c	d	e
16. My studies in journalism and mass communication have prepared me well for my chosen career.	a	b	c	d	e

Please complete the following open-ended information

List the courses you felt were the most beneficial and explain why.

List the courses you felt were the least beneficial and explain why.

Any thoughts on how we can improve the program?

The following demographic questions will help us identify any positive or negative patterns in responses that we need to address.

Ethnic identity _____

Please mark: Male _____ Female _____

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

What is your occupation? _____

Are you satisfied with your career growth? Yes Somewhat No

In addition, 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.

Internship Exit Survey — Supervisor

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'd like to add?