Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

I. Program Information

Program/Department: Communications Media
Department Chair: Mary Baker
Department Assessment Committee Contact: Randy Howe

II. Program-Specific Student Learning Outcomes (Educational Objectives)

List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

Program SLO B.S. in Communications Media B.S. in Game Design	**Expected Timing of assessment (annual, semester, bi-annual, etc.)**
1. Communications Media graduates are capable of professional work in their area of emphasis.	Bi-annual
2. Communications Media graduates are capable of producing technically and aesthetically accomplished media work.	Bi-annual
3. Communications Media graduates are capable of media work that communicates effectively to the target audience.	Bi-annual
4. Communications Media graduates are capable of applying critical thinking within their concentration.	Bi-annual
5. Game Design graduates are capable of professional work in their area of emphasis.	Bi-annual
6. Game Design graduates are capable of producing technically and aesthetically accomplished media work.	Bi-annual
7. Game Design graduates are capable of media work that communicates effectively to the target audience.	Bi-annual
8. Game Design graduates are capable of applying critical thinking within their concentration.	Bi-annual

III. SLO Assessment (Please report on the SLO's most recently reviewed)

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	**Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)**	**When assessment was administered in student program (internship, 4th year, 1st year, etc.)**	**To which students were assessments administered (all, only a sample, etc.)**
1-8	Portfolio review with rubric	4th year	All
1-4	Internship Appraisal Form	4th year	All

IV. Summary of Findings: Briefly summarize the results of the assessments reported in Item III above and how do these compare to the goals you have set?

Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	**Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)**	**What changes have been made as a result of using the data/evidence?**
The B.S. in Communications Media uses a portfolio review in the semester prior to each student's required 12-credit capstone course: COMM 4880 Internship.	One faculty member from the student's concentration along with the Internship Director reviews each student's portfolio.	Feedback from portfolio reviews can provide important data used to revise and update the curriculum in all concentrations. But the review is considered vague to concentrations and is now being updated. Current data is attached as a pdf (last page).
At the completion of COMM 4880, each student's on-site supervisor completes the Internship Appraisal Form to evaluate the student's knowledge, technical skills, and written and oral communication skills appropriate to the profession.	The Internship Director compiles the results of the Internship Appraisal Form and shares them with the department.	Feedback from internship sites provides important data used to revise and update the curriculum in all concentrations. A recent example is the major curriculum revision undertaken by the Graphic Design concentration in Spring 2016. Based on data from portfolio reviews and internship evaluations, industry standard software is now taught earlier in the curriculum and a required course in Web Design has been added.

The B.S. in Game Design uses a portfolio review in the semester prior to each student's required 12-credit capstone course: COMM 4880 Internship or GAME 4100 Game Studio.	One faculty member from Game Design along with the Internship Director reviews each student's portfolio.	Feedback from portfolio reviews can provide important data used to revise and update the Game Design curriculum. An effort is underway to update this assessment to make it more relevant for Game Design.
For Game Design students who opt to take COMM 4880 Internship as their capstone, each student's on-site supervisor completes the Internship Appraisal Form to evaluate the student's knowledge, technical skills, and written and oral communication skills appropriate to the profession.	The Internship Director compiles the results of the Internship Appraisal Form and shares them with the department.	Feedback from internship sites provides important data used to revise and update the curriculum in Game Design.
GAME 4100 Game Studio was developed as a course in AY 16 in response to the lack of full-time internships available in the game design industry. This course was run for the first time in the Day program in Spring 2017. Assessment tools for this course are currently in development.	In development	In development

IV. SSC Data

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

Student Success Measure (data point from SSC)	**Rationale for selection**	**Planned or Implemented Intervention**	**Current score/ Target Score**
1st Term Attempted Credits at Institution (2002-2010) – Film/Video	Of 3-5 attempted credit takers in the first term (n=2), 0% graduated, well below the 42.7% who graduated institution-wide; of 6-8 attempted credit takers (n=2), 66.7% graduated, well above the 44.4% who graduated institution-wide; of 9-11 attempted credit takers (n=5), 60% graduated, well above the 50.3% who graduated institution-wide; of 12-14 attempted credit takers (n=159), 46.5% graduated, just below the 48.2% who graduated institution-wide; of 15-18 credit takers (n=679), 50.7% graduated in concentration, 10 percentage points below the 60.2% who graduated institution-wide.	Admissions might consider a student's ability to handle multiple courses in the first term in their acceptance criteria. Film/video advisors and the Registrar should be aware that 18 credits, may be too much for some film/video students to handle in the first term. All advisors should survey each student situation and use discretion when advising.	To move Film/Video student graduation rates to be as close as possible to institution-wide graduation rates.

1st Term Attempted Credits at Institution (2002-2010) – Graphic Design	Of 6-8 attempted credit takers in the first term (n=5), 20% graduated, well below the 44.4% who graduated institution-wide; of 9-11 attempted credit takers (n=4), 75% graduated, well above the 50.3% who graduated institution-wide; of 12-14 attempted credit takers (n=105), 47.6% graduated, just below the 48.2% who graduated institution-wide; of 15-18 takers (n=254), 53.9% graduated in concentration, six percentage points below the 60.2% who graduated institution-wide.	Admissions might consider a student's ability to handle multiple courses in the first term in their acceptance criteria. Graphic design advisors and the Registrar should be aware that 18 credits may be too much for some graphic design students to handle in the first term. All advisors should survey each student situation and use discretion when advising. Graphic Design professors face an additional challenge of incorporating web design (once Interactive Media) into their program (see Interactive Media numbers below). Interactive Media was disbanded in 2015.	To move Graphic Design student graduation rates to be as close as possible to institution-wide graduation rates.

1st Term Attempted Credits at Institution (2002-2010) – Professional Communication	Of 9-11 attempted credit takers in the first term (n=1), 100% graduated, well above the 50.3% who graduated institution-wide; of 12-14 attempted credit takers in the first term (n=34), 61.8% graduated in concentration well above the 48.2% who graduated institution-wide; of 15-18 attempted credit takers in the first term (n=105), 59% graduated in concentration, almost equal to the 60.2% who graduated institution-wide.	No intervention is planned. These numbers are fine, and are listed only to make the concentration aware of plans to watch these numbers in the future. Professional Communication professors should see the next row, which explains some of the success of the concentration since its name change in the early-2000s.	To keep Professional Communication student graduation rates as close as possible to institution-wide graduation rates.
1st Term Attempted Credits at Institution (2002-2010) – Technical Communication	Of 9-11 attempted credit takers in the first term (n=1), 100% graduated, well above the 50.3% who graduated institution-wide; of 12-14 attempted credit takers (n=14), 23.8% graduated in concentration, well below the 48.2% who graduated institution-wide; of 15-18 attempted credit takers (n=74), 27% graduated in concentration, well below the 60.2% who graduated institution-wide.	No intervention is planned. Data is from the early-2000s, prior to the renaming of the concentration to Professional Communication. The previous row shows how graduation rates have improved since the name change.	See previous row.

1st Term Attempted Credits at Institution (2002-2010) – Photography	Of 9-11 attempted credit takers in the first term (n=1), 0% graduated, well below the 50.3% who graduated institution-wide; of 12-14 attempted credit takers (n=46), 32.6% graduated in concentration, well below the 48.2% who graduated institution-wide; of 15-18 attempted credit takers (n=140), 50.7% graduated in concentration, 10-points below the 60.2% who graduated institution-wide.	Admissions might consider a student's ability to handle multiple courses in the first term in their acceptance criteria. Photography advisors and the Registrar should be aware that 18 credits, may be too much for some photography students to handle in the first term. All advisors should survey each student situation and use discretion when advising.	To move Photography student graduation rates to be as close as possible to institution-wide graduation rates.

V. Phase I Data

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).
Number of graduates, number of majors, credit production, substitutions etc.

Department Performance Measure (data point from Phase 1)	**Rationale for selection**	**Planned or Implemented Intervention**	**Current score/ Target Score**
The *Communication Studies* concentration is available to Communications Media students only as a second concentration. Phase I data shows enrollment at zero in AY14, AY15, and AY16.	This data demonstrates that students are either unaware of the concentration option or uninterested in this option. Enrolling more students in *Communication Studies,* as a second concentration will help to ensure that the underlying courses are fully enrolled.	A poster will be developed and hung in several locations in Communications Media to educate students about the option. This poster will be shared with faculty during a faculty meeting to generate a little excitement for a push during advising. Simultaneously an email will be composed and eventually distributed to all Communications Media students about the option, to be released just prior to Spring 2018 and Fall 2018 registration periods.	To raise the number of *Communication Studies* students to a dozen by AY19.
Our *Interactive Media* concentration disbanded two years ago, officially through governance. AY16 Phase I data shows 14 students remaining with one listed as a freshman, underscoring a problem.	Courses originally developed for *Interactive Media* are no longer offered. It needs to be off the books as soon as possible.	Current students are advised into substitute courses or independent studies. Graphic Design professors take a lead role in ensuring that existing students are accommodated. Admissions must be reminded not to enroll students in this old program.	Zero students enrolled in Interactive Media by AY20.

The *Photography* concentration has seen a steady decrease in enrollments from AY14 (51) to AY15 (46) to AY16 (38).	The department has the facilities and internship sites to support 18 new students per year whose focus is photography.	The department must engage in a discussion about Photography, its sustainability, and its department role. Concentration Coordinator Peter Laytin should lead the effort. With department buy-in, efforts must be made to work with Admissions who further must devote their resources to more actively recruit students into the program.	Photography enrollment to reach and sustain 18 new students per year.

VI. Activities and Adjustments to/Deviation from the Department Assessment Plan

Describe any changes in the assessment plan including new SLOs, new assessments.

At present, all Communications Media and Game Design students are evaluated during their portfolio review using the same Portfolio Defense Evaluation Form. Students are evaluated the following categories:

- Material Quality
- Design Quality
- Presentation Quality
- Sequencing
- Professional Usefulness

These categories are vague and may be defined differently by each program or concentration. In AY 18, separate Portfolio Defense Evaluation Forms will be developed by the faculty members in each concentration in Communications Media: Film/Video, Graphic Design, Photography, Professional Communication, and Theater as well the Game Design major in order to more accurately assess the specific knowledge, skills, and attitudes students should be capable of demonstrating in their area of emphasis prior to their capstone course. Faculty members have agreed to revise the form for their program or concentration by October 2017. Implementation of the new Portfolio Defense Evaluation Forms is planned for portfolio reviews starting in the Fall 2017 semester.

These revisions may result in updated SLO's for the department. The SLO's for Communication Media were last updated in 2004. The SLO's for Game Design were last updated in 2013.

In addition, the Department Assessment Committee Contact, Randy Howe, is working on developing an assessment tool for measuring written and oral communication in the first and third years of each major.

The following page includes current portfolio assessment data.

Film/Video

N = 209	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	4	1.91%	3	1.44%	3	1.44%	3	1.44%	6	2.87%
Needs Improvement	27	12.92%	22	10.53%	18	8.61%	23	11.00%	19	9.09%
Acceptable	79	37.80%	91	43.54%	89	42.58%	96	45.93%	79	37.80%
Exceeds Expectations	71	33.97%	70	33.49%	74	35.41%	68	32.54%	79	37.80%
Excellent	28	13.40%	23	11.00%	25	11.96%	19	9.09%	26	12.44%
	209	100.00%	209	100.00%	209	100.00%	209	100.00%	209	100.00%

Game Design

N = 38	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	2	5.26%	4	10.53%	4	10.53%	2	5.26%	4	10.53%
Needs Improvement	12	31.58%	10	26.32%	9	23.68%	9	23.68%	8	21.05%
Acceptable	10	26.32%	12	31.58%	15	39.47%	17	44.74%	15	39.47%
Exceeds Expectations	6	15.79%	6	15.79%	4	10.53%	5	13.16%	4	10.53%
Excellent	8	21.05%	6	15.79%	6	15.79%	5	13.16%	7	18.42%
	38	100.00%	38	100.00%	38	100.00%	38	100.00%	38	100.00%

Graphic Design

N = 71	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	2	2.82%	1	1.41%	3	4.23%	0	0.00%	3	4.23%
Needs Improvement	9	12.68%	10	14.08%	13	18.31%	14	19.72%	16	22.54%
Acceptable	29	40.85%	34	47.89%	26	36.62%	36	50.70%	25	35.21%
Exceeds Expectations	18	25.35%	16	22.54%	21	29.58%	13	18.31%	13	18.31%
Excellent	13	18.31%	10	14.08%	8	11.27%	8	11.27%	14	19.72%
	71	100.00%	71	100.00%	71	100.00%	71	100.00%	71	100.00%

Interactive Media

N = 7	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	2	28.57%	2	28.57%	2	28.57%	2	28.57%	2	28.57%
Needs Improvement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Acceptable	0	0.00%	0	0.00%	1	14.29%	0	0.00%	1	14.29%
Exceeds Expectations	2	28.57%	3	42.86%	1	14.29%	3	42.86%	1	14.29%
Excellent	3	42.86%	2	28.57%	3	42.86%	2	28.57%	3	42.86%
	7	100.00%	7	100.00%	7	100.00%	7	100.00%	7	100.00%

Photography

N = 31	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	0	0.00%	0	0.00%	1	3.23%	0	0.00%	1	3.23%
Needs Improvement	1	3.23%	2	6.45%	1	3.23%	1	3.23%	1	3.23%
Acceptable	11	35.48%	13	41.94%	15	48.39%	15	48.39%	12	38.71%
Exceeds Expectations	9	29.03%	9	29.03%	8	25.81%	8	25.81%	5	16.13%
Excellent	10	32.26%	7	22.58%	6	19.35%	7	22.58%	12	38.71%
	31	100.00%	31	100.00%	31	100.00%	31	100.00%	31	100.00%

Professional Communication

N = 76	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	2	2.63%	2	2.63%	3	3.95%	4	5.26%	6	7.89%
Needs Improvement	7	9.21%	16	21.05%	12	15.79%	6	7.89%	12	15.79%
Acceptable	39	51.32%	31	40.79%	31	40.79%	38	50.00%	34	44.74%
Exceeds Expectations	16	21.05%	17	22.37%	19	25.00%	17	22.37%	14	18.42%
Excellent	12	15.79%	10	13.16%	11	14.47%	11	14.47%	10	13.16%
	76	100.00%	76	100.00%	76	100.00%	76	100.00%	76	100.00%

Theater

N = 6	[Material Quality]	%	[Design Quality]	%	[Presentation Quality]	%	[Sequencing]	%	[Professional Usefulness]	%
Unacceptable	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Needs Improvement	2	33.33%	0	0.00%	0	0.00%	0	0.00%	1	16.67%
Acceptable	1	16.67%	4	66.67%	3	50.00%	4	66.67%	3	50.00%
Exceeds Expectations	1	16.67%	0	0.00%	1	16.67%	0	0.00%	0	0.00%
Excellent	2	33.33%	2	33.33%	2	33.33%	2	33.33%	2	33.33%
	6	100.00%	6	100.00%	6	100.00%	6	100.00%	6	100.00%

Data from 10/23/2015 to 4/5/2017