

Student learning outcomes assessment report for COMM

NOTE: The Communication department experienced a rather volatile year. All full-time faculty left the institution—one took a year-long leave (now resignation), one left after fall semester, and last left after spring semester. Two positions were replaced for 2015-16. Several adjuncts delivered courses throughout the year. Clearly the department needs stabilized.

Check 13-14 for their action items—I don't think they reported any.

Assessed the following Learning Outcomes:

- Be a critical communication producer and consumer
- Learn to use sound, visual and/or written data effectively to create mass media messages via traditional print or electronic systems.

Assessment Activities:

Collected random sample of papers from COMM 282—Writing for Mass Media, paper was a semiotic analysis of a television or film (targeted mostly at SLO one)

Randomly sampled Thiel TV News broadcasts—targeted as assessing both learning outcomes

COMM 282 Papers: Results

5/27 student papers were assessed = 18.5% of students were assessed
(see Rubric attached to the report)

Description & Analysis

2/5 scored 2 or better	40% got the basics or better
2/5 scored 1	40% didn't even get the basics
1/5 didn't understand the assignment	20%

Media Utilization

2/5 scored 2 or better	40% got the basics or better
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2/5 scored 1 or better	40% didn't even get the basics
1/5 didn't understand the assignment	20%

Evaluation of Effectiveness

3/5 scored 2 or better	60% got the basics or better
1/5 scored 1	20% didn't get the basics
1/5 didn't understand the assignment	20%

Reflections:

Students in this course are typically sophomores, it has no COMM prerequisites and qualifies as a WIC course. It is possible that these students are experiencing Semiotics and the analysis of media for the first time, suggesting the low scores our students earned may result from unfamiliarity with the topic and lack of practice in media analysis.

Recommendation for Action Item:

Devise a few out of class exercises (worksheets perhaps) that guide students through a semiotic analysis. Professor may select particularly rich episodes of TV or films rich in semiotic materials and have guide students through the analysis using worksheet prompts. If possible, introduce students to semiotic analysis in a 100 level course such as COMM 171.

Thiel TV News

Assessment Activity:

Our production engineer scored the randomly selected news shows on a scoring rubric designed by the faculty. Although the news program is typically produced as a part of an advanced COMM course, the course was not offered this year. In its place, interested COMM students volunteered to produce the show, while students in the Mass Media course wrote the stories for the production.

Concept/Research: *The scores for each category are mean scores on the rubric for 5 news broadcast samples.*

Understanding the topic: *4 pts Solid Understanding.* The communication between our TCTV student staff, and the students writing in Peg's class was sometimes misunderstood. Which created confusion from time to time. Overall the students planned the stories and produced the show with the proper end goal in mind.

Production:

Performance of News Broadcast: 4 pts Effective. The students who were our on-air talent last semester performed well. Some felt very comfortable in front of the camera and were very compelling to watch, while others were new to it and struggled to find comfort.

Focus on Assignment: 4 pts Effective. For the most part, the students stayed on task. Arrived on time, and were prepared to do the job they were assigned. Toward the end of the semester however, attendance became an issue, and it affected the quality of the productions.

Technical Skill: 3 pts Somewhat Effective. This is where we fell behind by not having production classes available last semester. A select few students came to me on their own time to learn more about, and become better at using the technical equipment. But there were still many technical issues that were repeated week to week, possibly because of the lack of proper/consistent instruction.

Reflection on Results/Action Items

It appears that the TCTV news teams show their greatest weakness in Technical skills. Technical issues are noticeable and consistent instruction was lacking

Additionally, we need to find a way to motivate students to keep their commitment to the news broadcast through the final newscast of the semester.

Include instruction time for practicing “on air” presentation skills and consistent instruction in production values.

DEPARTMENTAL ACTION ITEMS

New full-time faculty should review and revise student learning outcomes. We highly recommend that they conduct assessment on their 400 level capstone (or equivalent) to determine if their students are meeting key student learning outcomes by graduation.

Semiotic Analysis

	Two Thumbs Up (N/A)	Thumbs Up (N/A)	Got the Basics (N/A)	Thumbs Down (N/A)
Description & Analysis (50)	Two Thumbs Up -A thorough investigation into the artifact's signs was conducted, and student identified each sign's signifiers and signified. -Constellation of themes was clearly discussed, and ideology thoroughly explained.	Thumbs Up -An investigation into signs was conducted, and student identified each sign's signifiers and signified. -Constellation of themes was discussed, and ideology explained. More detail would have strengthened the paper.	Got the Basics -An investigation into the artifact's signs was conducted, but student failed to identify each sign's signifiers and signified. -Constellation of themes may have been presented, but ideology was not explained in any detail.	Thumbs Down -The artifact was not broken down into signs, and/or wasn't analyzed using signifiers and signified. -Themes and ideology are super or not present.
Media Utilization (50)	Two Thumbs Up -Clear, logical, comprehensive discussion of the media vehicle used -Research includes multiple sources of analysis of media effectiveness to reach target	Thumbs Up -Discussion of the media vehicle used and rationalized -Research includes 1-2 sources of media effectiveness to reach target	Got the Basics -Discussion of the media vehicle without explanation -Media effectiveness discussed minimally without sources	Thumbs Down -Minimal Discussion of the media vehicle -Media effectiveness discussed minimally without sources
Evaluation of Effectiveness (50)	Two Thumbs Up -Clear, logical evaluation includes thorough discussion of effects, reactions, how messages may have resonated to target market values	Thumbs Up -Clear, logical evaluation includes effects, reactions, discussion of how messages may have resonated to values - but may be lacking some detail	Got the Basics -Evaluation includes effects, reactions, and/or discussion of how messages may have resonated to values - but may be lacking some detail	Thumbs Down -Evaluation lacks discussion of effects, reactions, and/or discussion of how messages may have resonated to values - but may be lacking some detail

Concept/Research					
	Sophisticated Understanding 5 pts	Solid Understanding 4 pts	Limited Understanding 3 pts	Little Understanding 2 pts	Off Topic/Incomplete 0 pts
Understanding of Topic	Sophisticated Understanding Well researched. Extremely accurate and appropriate descriptions of people and events. Very insightful questions with in-depth answers.	Solid Understanding Mostly accurate and appropriate descriptions of people and events. Some insightful questions and credible answers.	Limited Understanding Some accurate and appropriate descriptions, but also some apparent misunderstandings of people and event.	Little Understanding Inaccurate descriptions of people and event.	Off Topic/Incomplete No evidence of research or questions that showed prior knowledge
Production					
	Highly Effective 5 pts	Effective 4 pts	Somewhat Effective 3 pts	Ineffective 1 pts	Incomplete 0 pts
Performance of News Broadcast	Highly Effective Extremely engaging, creative, and well rehearsed. Excellent intonation, pronunciation, inflection	Effective Mostly engaging, clever, and efficient.	Somewhat Effective Some problems with delivery of ideas. Hard to follow at times.	Ineffective Appears unplanned and unrehearsed.	Incomplete
Focus on Assignment	Highly Effective Students stayed on task and worked well with each other during the entire time allotment.	Effective Students stayed on task and worked well the majority of the allotted time. Students worked well with each other.	Somewhat Effective Students had to be reminded to stay on task. Students completed the assignment in the allotted time.	Ineffective Students frequently had to be reminded to stay on task or the group argued among themselves.	Incomplete
Technical Skill	Highly Effective Exhibited excellent use of editing techniques. No jump cuts. Balanced audio throughout. Consistent lighting. Multiple use of b-roll over VO/SOT. Creative graphics.	Effective Showed skill in editing. Story had easy to follow beginning-middle-end. No jump cuts.	Somewhat Effective Inconsistent audio, lighting, storyline. Little use of b-roll/too many "talking heads"	Ineffective Student/team had trouble understanding the editing process. Work exhibited jumpy footage, poor lighting, poor sound and/or inconsistent story.	Incomplete

Comm Assessment Samples TCTV News Links

<https://www.youtube.com/watch?v=z158r1AkNJ4>

<https://www.youtube.com/watch?v=379L7S3sjHA>

<https://www.youtube.com/watch?v=CKla-w7JasM>

<https://www.youtube.com/watch?v=LNQpB1PQGmM>

<https://www.youtube.com/watch?v=nH0V0hPKXhE>