

Memo

To: Diane Witmer
From: Doug Swanson
Subject: Progress Report, Assessment
CC: Assessment Committee; Concentration Coordinators
Date: February 6, 2013

Here's an update on where we stand with assessment activities completed (fall semester) or planned (spring semester). The establishing structure for assessment can be found in the department's *Curriculum Map* and *Assessment Plan & Flowchart*.

Advertising Concentration

COMM 351 – Writing for the Advertising Industry

Assessment evidence: Student writing samples collected, evaluation pending

Writing samples were collected during the fall semester. The Advertising faculty will evaluate the samples. The results of that evaluation and rubric used will be forwarded to the Assessment Committee.

Advertising Concentration

COMM 451 – Advertising Campaigns

Assessment evidence: Student writing sample collection pending

By the end of the spring 2013 semester, AD faculty will have collected examples at random of student writing work from across all sections of COMM 451. The item to be used is the "Campaign Book." The books collected should represent the efforts of student teams that comprise at least 50 students.

The Assessment Plan & Flowchart says: A combination of student peer evaluation and the faculty and professional evaluation panel will participate in the assessment using rubrics that the AD faculty approved for this purpose.

Communications Core

COMM 233 – Mass Communications in Modern Society

Assessment evidence: Pre/ posttest assessment (Survey Monkey) delayed – see below

The Minutes of the Assessment Committee meeting on 2/10/12 reflect that the committee reviewed the fall 2001 assessment for COMM 233 and determined that the program learning objective (PLO) that had been established for 233 didn't fit with the contents of the course. The existing PLO was: **"Exhibit sensitivity to diversity through communications practices."**

The committee voted unanimously to revise the COMM 233 learning outcome as follows: **"Exhibit awareness of social, economic, and cultural diversity as demonstrated through the mass media."**

The Minutes of the 2/10/2012 meeting reflect that the new PLO would work with the course as 233 is currently structured and taught. The Minutes then say: **"The committee agreed to contact COMM 233 faculty (Brody, Erickson) and request a review of the pre and posttest questions in light of this revised PLO."**

Per Emily Erickson on 1/18/2013, the COMM 233 faculty would like to postpone assessment that was scheduled to take place this semester. The faculty will be reviewing and possibly revising the pre/posttest questions with another assessment to be scheduled for the fall of 2013.

Communications Core

COMM 425 – History and Philosophy of American Mass Communication

Assessment evidence: Pre/ posttest (Survey Monkey) assessment completed

The assessment of student learning in COMM 425 was completed successfully in fall. On January 3, results were forwarded to the department and posted in the COMM TITANium Learning Community assessment folder.

Entertainment and Tourism Communications Concentration

~~COMM 346 – Introduction to Entertainment and Tourism Studies~~

Assessment evidence: Pre/ posttest See below

The concentration feels that assessment in two E&T courses is sufficient; faculty members have recommended dropping COMM 346 from the assessment plan. Our assessment plan calls for each concentration to assess in *two courses*, so I have no objection if E & T wants to drop its third proposed course. Assessment policy and procedure documentation will be updated accordingly.

COMM 446 – Entertainment and Society

Assessment evidence: Pre/ posttest administered by faculty See below

Concentration faculty elected to conduct assessment of a sample of student creative work similar to what is done in COMM 362: “Student writing/ creative work involving the ability to **describe** a complex situation and **apply** a theory or model to solve it.” The faculty reports that this assessment has been completed. The summary report is not yet prepared but, when ready, will need to be provided to the Assessment Committee, along with the rubric used in evaluation of the student work.

COMM 449 – Capstone in Entertainment and Tourism Studies

Assessment evidence: Student writing sample assessment pending

The assessment plan for this course calls for review of “Student writing/ creative work involving the ability to **describe** a complex situation and **apply** a theory or model to solve it.” E & T faculty members have collected a sample of group projects from COMM 449. Industry professionals will assist with evaluation. The process is not yet complete. A summary report, when written, will need to be provided to the Assessment Committee, along with the rubric used in evaluation of student work and the name(s) and contact information of industry professional(s) who assisted.

Photo Communications Concentration

COMM 317 – Digital Foundations

Assessment evidence: Pre/ posttest (Survey Monkey) assessment completed

The assessment of student learning in COMM 317 was completed successfully in fall. On January 3, results were forwarded to the department and posted in the COMM TITANium Learning Community assessment folder.

Additional action needed by faculty – see below

Photo Communications has never selected a second concentration course for assessment. I have reminded the concentration faculty that this selection needs to be made. Assessment in this second course will need to take place in the 2013-14 academic year.

Assessment summary – Photo Comm

Communications 317 Digital Foundations (3)

FALL 2012 ASSESSMENT SUMMARY

The department learning outcomes being measured in this course, consistent with the curriculum map and department assessment plan, is:

Apply appropriate concepts, models, and theories of communication to personal and professional situations. (PLO #5)

Direct evidence is being collected in support of student learning.

In COMM 317, direct evidence consists of a 10-item pretest/ posttest.

Direct evidence was collected in support of student learning. As defined by the department assessment plan, direct evidence is: “Student writing/ creative work involving the ability to **describe** a complex situation and **apply** a theory or model to solve it.”

In COMM 317, direct evidence consists of results from a pretest/ posttest. Identical tests were made available to all students enrolled in COMM 317 at the beginning and end of the semester.

In fall 2012, there were 7 sections of the course with 140 total seats.

Pretest n = 73, posttest n = 62.

The results indicate a 7% improvement in response accuracy, as shown below.

Raw data are stored in the Assessment Committee’s DropBox folder.

This assessment summary is now being forwarded to members of the Department Assessment Committee and the faculty members in Photo Communications, as called for by the Department’s *Assessment Plan and Flowchart*:

“As a result of pre/ posttest data summaries, department chair and other faculty teaching within the concentration can make decisions/ recommendations. Action will be consistent with existing department curriculum revision procedures.”

Thank you,



Doug Swanson

Assessment Committee Chair

January 3, 2013

Pre/ Posttest results summary

Q#		Answer	Pretest correct	Posttest correct	Improvement
1	One difference between a vector and a bitmap file is scalability.	T	78%	83%	5%
2	One of the rules of proper file naming conventions is to add spaces between key words.	F	58%	82%	24%
3	One of the differences between a symmetric and asymmetric composition is the amount of visual balance achieved over a reflective axis.	T	88%	95%	7%
4	An image may be downloaded from the Internet for commercial publication if it meets which of the following criteria? A) It has no copyright information attached. B) You can attribute the copyright holder in your publication. C) The image has been protected by a CC-BY license. D) The image is not in the public domain.	C	4%	25%	21%
5	To use bracketing when taking pictures means: A) Shooting the same scene with different exposure values. B) To change the ISO rating when your lighting situation changes. C) Shooting the same scene from different angles. D) Shooting the same scene at different times of day.	A	42%	36%	<-6%>
6	Unless otherwise noted, the proper resolution for a photograph used in printed publication would be: A) 72 DPI B) 96 DPI C) 180 DPI D) 300 DPI	D	16%	43%	27%
7	For best legibility, the preferred line length of a column of text in a document would be: A) 1-2 inches B) 2-3 inches C) 3-4 inches D) 400 characters	C	20%	25%	5%
8	Using just one font family to create contrast in a composition could result in: A) Using variations on a font face, including the italics, condensed, and bold (and so on) versions in the same composition. B) Using variations on font size to juxtapose small text next to large text to group segments of a message together. C) Using the gestalt law of continuity to create a legible message. D) All of the above.	D	65%	61%	<-4%>
9	Which of the following describes the Gestalt law of closure? A) When like parts of a composition are repeated near one another, I read all of those parts as one structure. B) When I see part of an image, I perceive more details about the whole image than appear in the composition. C) When I see like parts of an image repeated throughout a composition, I recognize those parts as sharing similar traits. D) When I see symmetric parts of a composition, I read those parts as one message due to the balance achieved on a reflected axis.	B	35%	32%	<-3%>
10	One way to achieve unity in a composition is: A) Use at least four different font faces. B) Set the type in a wide variety of sizes. C) Use multiple colors to move the eye across the composition. D) None of the above.	D	58%	57%	<-1%>
AVERAGE CORRECT →			46%	53%	7%

Pretest comments:

should add a answer E) Dont Know the answer to the question. I would have picked the answer "E" for every one

WTH?

you should add a I dont know tab as an answer

I get the feeling I'm going to have a lot of studying to do. I would be embarrassed if I had to put my name on this. I'm glad I finally get to learn something from a design class. I hope this helps!

I believe I will need to learn all of the above terms.

I AM ALMOST POSITIVE I ANSWERED THESE ALL WRONG BUT I LOOK FORWARD TO HOPEFULLY LEARNING THE RIGHT ANSWER

Learned a lot!

If my answers are wrong, it's because I haven't had my caffeine yet this morning, otherwise I'm brilliant!

Posttest comments:

Great class! To advise future students, make sure you actively pay attention throughout the class. Thank you!

dumb quiz. you should allow for a dont know answer because you dont know if they guessed and got it right.

Assessment summary – CORE

COMM 425: History and Philosophy of American Mass Communication

Fall, 2012 ASSESSMENT SUMMARY

The department learning outcomes being measured in this course, consistent with the curriculum map and department assessment plan, are:

Demonstrate a basic knowledge of historical, legal, and ethical issues that affect professional practices. (#7)

Direct evidence is being collected in support of student learning. As defined by the department assessment plan, direct evidence is: “Student writing/ creative work involving the ability to **describe** a complex situation and **apply** a theory or model to solve it.”

In COMM 425, direct evidence consisted of results from a pretest/ posttest. Identical tests were made available to all students enrolled in the course at the beginning and end of the semester.

In fall 2012, there were 5 sections of the course with 467 total seats.
Pretest n = 220; posttest n = 150.

The results indicate an average improvement in response accuracy of 8%, as shown below.

Raw data are stored in the Assessment Committee’s DropBox folder.

This assessment summary is now being forwarded to members of the Department Assessment Committee and the faculty members in the Communications Core, as called for by the Department’s *Assessment Plan and Flowchart*:

“As a result of pre/ posttest data summaries, department chair and other faculty teaching within the core can make decisions/ recommendations. Action will be consistent with existing department curriculum revision procedures.”

Thank you,



Doug Swanson
Assessment Committee Chair
January 3, 2013

Fall 2012 Assessment summary (pre and post testing)

Q#	Answer	Pretest correct response	Posttest correct response	Improvement
1	T	90%	94%	4%
2	F	85%	85%	0
3	F	86%	83%	3%
4	T	42%	46%	4%
5	F	17%	11%	<-6%>
6	F	26%	32%	6%
7	T	70%	90%	20%
8	F	67%	68%	1%
9	T	87%	90%	3%
10	T	77%	88%	11%
11	T	73%	83%	10%
12	T	70%	75%	5%
13	F	32%	24%	<-8%>
14	T	45%	62%	17%
15	T	85%	92%	7%
16	T	48%	45%	3%
17	F	52%	48%	<-5%>
18	T	73%	86%	13%
19	E	67%	83%	16%
20	B	44%	57%	13%
21	C	30%	29%	<-1%>
22	B	9%	78%	69%
23	C	56%	81%	25%
24	E	43%	46%	3%
25	B	49%	54%	5%
26	B	21%	37%	16%
27	D	13%	15%	2%
Overall (average) improvement →				8%

Pre-test comments:

Thank you Dr.Fellow for answering our questions!

Will all of these topics be discussed in the COMM425 class?

For those who do not know history to well, they would not know these questions. Unless they look them up on the internet and take the time to know history. The questions were easily written out for you to understand and same with the answers that were given.

I feel dumb for not knowing some of those questions. They feel like such basic knowledge questions that anyone, not just comm majors, should know the answer to. Good test. Longshaw is a great professor because he keeps me interested. relating the past to the present

Post-test comments:

thank you for a fun class, i loved learning about how media has evolved. maybe because i am a history buff.

Some of the questions haven't been covered yet in class.

it was an awesome class and i would take it again with the same professor or his wife :)