Crafton Hills College - Outcomes Assessment Report

Course: SPEECH – 135   **Term:** Fall 2011
                                                                                                   Date: 10/31/2012

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1. Learning Outcomes Statement
- *Students will describe the role and influence of mass media on society, both in historical and contemporary contexts.*

- *Students will analyze and evaluate mass communication messages toward the goal of becoming a more critical consumer of the media.*

2. Means of Assessment (Measurement Method)

Assessment 1: Mass Media in Historical Context

This assessment was not completed in Fall 2011.

Assessment 2: Mass Media in a Contemporary Context

On the final test of the semester, students were asked to respond to eight statements regarding significant themes in contemporary mass media. In their responses, they were to demonstrate their understanding of the concept, its importance and provide an example. Responses were assessed on the following four-point rubric.

        3 – Response clearly summarizes the concept and its importance to the contemporary media and provides an applicable example.
        2 – Response provides a correct, yet less developed response regarding the meaning of the concept and an applicable example, however lacks any mention of its significance to the contemporary media.
        1 – Response either provides a correct, yet less developed response regarding the meaning of the concept or an applicable example, but not both.
        0 – No response or a response which demonstrates a lack of understanding of the concept or provides an inapplicable example

The following concepts were assessed:
- Convergence in the media
- Relationship between the media and advertising
- Segmentation of media audience
- Surveillance versus interpretation in the news media
- Government regulation of print, broadcast and Internet media
- Effect of emerging media on existing media
- User-generated content and social media
- Digital distribution of media message

Assessment 3: Consumerism of the Media

> Students were given ten point current events quizzes at regular intervals in the class. It is hoped that one product of the class is that students will become more regular and aware consumers of the media, and therefore the average number correct on each quiz would increase.

3. Criteria for Success (Benchmark)

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4. Summary of Evidence

The following represents data collected from assessment 2, contemporary context:

	3		**2**	**%**	**1**	**%**	**0**	**%**
Convergence	8		8	**28**	8	**28**	5	**17**
Advertising	5		11	**38**	7	**24**	6	**21**
Segmentation	4		12	**41**	6	**21**	7	**24**
News Media	6		11	**38**	7	**24**	5	**17**
Government	6		6	**21**	10	**38**	7	**24**
New Media	6		8	**28**	10	**34**	5	**17**
UGC/Web 2.0	9		9	**31**	5	**17**	6	**21**
Digital Distr.	7		8	**28**	6	**21**	8	**28**

The following represents data collected from assessment 3, consumerism of the media:

Quiz #	Average % Correct
1	51.4
2	52.7
3	58.3
4	50.0
5	73.0
6	63.9
7	60.0
8	61.7

5. Use of Results (Implications for Program Improvement & Planning)

From assessment 2, contemporary context:
On all but two measures, the percentage of students who provided an acceptable response was over 50 percent. Government regulation has now been the lowest score for each of the past two years. On most other measures, students were able to provide an explanation of the concept and an example, but not speak to its significance in the contemporary media environment.   The following are other more specific observations:

- The theme which students a high percentage of students are able to identify was not surprisingly digital distribution.
- The concept on which students showed the greatest ability to speak to its significance was again user-generated content and social media which is the most personal to this particular group of students due to their use of social networking sites.
- The ability to define, provide examples of and speak to the significance of digital distribution of media messages was again evenly distributed.
- Interestingly, the overall trend showed a decrease in students who scored "2" and an increase in the number of students who scored "1" or "0."

The assessment results show an overall slight improvement in the ability to discuss these themes at the highest level, likely to the repeated attention they were given during instruction. Overall however, the number of students not answering satisfactorily was high, likely a result of the hybrid nature of the course and students having to demonstrate independent learning in order to master course content. More effort needs to be made in emphasizing these themes not only during face-to-face meetings but also through online instructional materials and methods of evaluation throughout the semester.

From assessment 3, consumerism:
The number of quizzes was doubled this semester as the course moved from meeting five times to meeting nine times. The scores again were consistent, showing improvement from the 50 percent range in first four quizzes to between 60 and 73 percent in the last four. This trend demonstrates that students were increasingly more observant of the media as the course went on, perhaps demonstrating commitment to their role as consumers of the media. The 73 percent average on the fifth quiz was the highest score in two years of having completed this assessment.

Rick Hogrefe did his own evaluation of his SLO. We discussed the observation that the nature of the hybrid course may have lowered scores. Perhaps increasing meeting times may be taken into consideration. Steve Shelton believes it should not be a hybrid or that it can be taught as a hybrid if class implemented trips to media locations (similar to Speech 174). This might encourage students in ways not allowed in the classroom.