

Annual Assessment Report for 2020-2021 AY

Reports completed on assessment activities carried out during the 2020-21 AY will be due September 30th 2021 and must be e-mailed to the Director of Assessment, Dr. Douglas Fraleigh (douglasf@csufresno.edu).

Provide detailed responses for each of the following questions within this word document. Please do NOT insert an index or add formatting. Furthermore, only report on two or three student learning outcomes even if your external accreditor requires you to evaluate four or more outcomes each year. Also be sure to explain or omit specialized or discipline-specific terms.

Department/Program: Media, Communications and Journalism (MCJ) Degree B.A.

Assessment Coordinator: Dr. Tamyra Pierce

1. Please list the learning outcomes you assessed this year.

For this assessment period, we concentrated on the following learning outcomes:

Student Learning Outcome 2.1: Demonstrate correct grammar, spelling and punctuation in written materials.

Student Learning Outcome 2.2: Write clearly and concisely in the appropriate media style.

Student Learning Outcome 3.1: Create media content that addresses a communication goal.

In addition to the above learning outcomes, the MCJ department also assessed the following GE learning outcomes.

Area D SLO 3: Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions.

2. What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment? Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.

- a. **Pre/Posttests:** A 20-question grammar, spelling, punctuation and journalism knowledge quiz was given to students in MCJ 2 (Media Writing) to demonstrate how well students progressed throughout the semester with correct grammar, spelling and punctuation (SLO 2.1). Students were given a 20-question multiple-choice quiz that was graded automatically through Canvas. The quiz was composed of 9 grammar questions, 4 punctuation questions, 2 spelling questions and 5 journalism knowledge questions.

- b. **Written Assignment (General News Release):** Students were required to write a general news release in MCJ 158S. Writing a news release is one of the most critical writing skills for practitioners in the advertising and public relations industry; unfortunately, it is also one of the most difficult skills for our students to master for clear and concise writing that follows industry standards. This assignment assessed students' ability to write clearly and concisely in the appropriate media style (SLO 2.2). The rubric rated the following:

- i. **Formatting:** length, headline, dateline, body
 - ii. **Content:** identify the five W's and H; use active voice; use inverted pyramid formula; build on the lead; quotations; effective ending.
 - c. **Project (The Eleven Shot Production):** This assignment was used to assess SLO 3.1 (Create media content that addresses a communication goal). In this assignment, students in MCJ 115 were asked to shoot a video utilizing eleven (11) different shot types to tell a story of a character that wants something. The final piece required 11 different shot types and was not to exceed 60 seconds. The story had to have a character who (1) get what s/he wants, but not in the way s/he originally thought s/he'd get it, or (2) does not get what s/he wants, but ends up happier by not getting it. A rubric was used to grade the following areas: time restriction, camera motivation, 11 shots that tell a story, color balance, exposure, focus, flow, story cohesiveness and visual creativity.
 - d. **Written Assignment (G.E. Assessment- Area D3):** This assignment was intended to provide students in MCJ1 with an opportunity to reflect on the interconnection between culture and television content based on what was discussed in class. Students were instructed to synthesize information taken from lectures, class discussions, activities, assigned readings and independent research to compose responses to the writing prompt that pertained to the GE learning outcomes (SLO 3- Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions. Students were expected to apply relevant terminology and provide all necessary definitions. The GE Area D3 rubric was used and scored items from superior to needs improvement.
3. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.
- a. **Pre/Post tests:** 32 students took the pre-test at the beginning of the semester. The mean score was 65.3%. Scores ranged from a low of 40% to a high of 85%. Twenty-five students took the same quiz at the end of the semester. The mean score was 79.8%, with scores ranging from a low of 45% and a high of 100%. 7 students did not take the post test. Of the 25 students who took the posttest, 23 (92%) received higher scores, one tested the same as on the pre-test, and one student's score decreased. These results showed that by the end of the semester, a majority (of the students in MCJ 2 understood and could correctly identify the fundamentals of grammar, word usage, punctuation and spelling (SLO2.1) and 72% demonstrated proficiency.
 - b. **Written Assignment (General News Release):** The assignment assessed students' ability to write clearly and concisely in the appropriate media style (SLO 2.2). The grading rubric (10 pt scale) assessed the following elements of writing clearly and concisely in the appropriate media style: Format, body and content. A total of 17 students submitted the assignment. One student received 9 out of 10 points; 5 students received 8/10 points; 8 students received 7/10 pts; 3 students received 5/10 points. A score of 7 or above demonstrated proficiency and 82% of students achieved this.
 - c. **Project (The Eleven Shot Production):** Data from the assessment revealed that of the 16 students, 43% showed proficiency. The total possible points for this assignment was 70. Students receiving 49 pts or higher demonstrated proficiency.

- d. **Written Assignment (G.E. Assessment- Area D3):** 72% of the 36 students enrolled in MCJ 1 achieved the learning outcomes, reflecting mastery of the GE learning outcomes and knowledge of and breadth of understanding of media's role in society and media effects theories. Of this group 41.6% (N=15 students) earned a letter grade of "A" (90-100 points- superior) on the assessment assignment, 27.7% (N=10) earned a letter grade of "B" (80-89.9 points) and 2.7% (N=1) earned a letter grade of "C" (70-79.9 points). 28% of the 36 students enrolled in MCJ 1 did not achieve the learning outcomes and did not demonstrate proficiency. Of this group 6% (N=2 students) earned a letter grade of "D" (60-69.9 points), demonstrating slightly weak knowledge of and breadth of understanding of the learning outcomes. 22% (N=8) earned a letter grade of "F" (0-59.9 points). It is important to note that this group of 8 students stopped attending and participating in the course by the middle of the term. Neither did they submit the assessment assignment for a grade. Therefore, data for 8 of the 36 students enrolled in MCJ 1 is missing.
4. What changes, if any, do you recommend based on the assessment data?
- a. **Pre/Posttests:** Students perform the best when grammar and writing concepts are taught using multiple modes: textbook reading, lecture, quizzes, writing assignments and one-on-one meetings. The students who showed the most improvement met with the instructor for 30-minute Zoom sessions two to three times over the course of the semester. These tactics will be continued.
- b. **Written Assignment (General News Release):** After seeing similar results in fall 2020, changes were made by adding extra news release assignments to give students more practice and to strengthen skills. Scores were up in the spring 2021 semester so no changes will be made at this time.
- c. **Project (The Eleven Shot Production):** Students who put in effort to do each part of the assignment did well and typically earned either an A or B. The three students who failed, did not turn in any of the assignment. The student who earned a D, did not turn in $\frac{1}{3}$ of the assignment. Based on the results, no changes will be made.
- d. **Written Assignment (G.E. Assessment- Area D3):** Through the assessment, the instructor learned that nearly three-quarters of the students enrolled in MCJ 1 achieved the learning outcomes. This may be attributed to:
- Use of multi-media to enhance learning. Students produced short videos that gave them opportunities to reflect on the effects of their own media consumption.
 - Self-directed assessment assignment. Students took responsibility for their own learning and were given the opportunity to focus on a topic of their own choosing.
 - Use of scaffolding strategies. Students completed various assignments over the course of the semester that led up to the assessment assignment. The instructor will continue to use scaffolding and other active learning strategies to improve student performance and achieve student learning outcomes.

5. If you recommended any changes in your response to Question 4 in last year's assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year's report please write N/A as your answer to this question.

N/A

6. What assessment activities will you be conducting during the next academic year?

As usual, the MCJ department will continue assessment activities in all its courses to assess MCJ's learning outcomes and GE learning outcomes. In addition, we will continue to utilize exit surveys to assess many elements of the department and our program (e.g., coursework, career readiness, advising, etc.)

7. Identify and discuss any major issues identified during your last Program Review and in what ways these issues have or have not been addressed.

Our 2018 action plan focused on several key items: curriculum changes, writing assessment and competency, and outreach.

1. Since our last program review, the department has consistency worked on all of these items and continues to strengthen its program and address our action plans. For instance, the department added a number of new courses in the last year and is working to finalize a few certificate courses that are also collaborative efforts with other departments. In addition to the new courses, the department has added common core curriculum. With the addition of the new courses, the department also revised its SOAP and learning outcomes matrix (curriculum map). The department continues to discuss adding an additional program learning outcomes goal (Career readiness). This is a direct result from feedback on our exit surveys about students' career readiness and what outcomes may need to be strengthened. The department plans on addressing these issues in AY2021-2022.
2. As always, the department assesses writing competencies. When the department was working on the current curriculum changes, it realized that it needed to add additional writing courses that were more "option specific." For instance, the department added Media Writing, Writing for and Visual Media. Additional writing and literacy courses are currently being discussed to better prepare students for their future careers.
3. The department continuously strives to provide better outreach and to strengthen our recruitment efforts. The faculty work closely with the college advising, as well as outreach to local area high schools and 2-year colleges. The department is currently in discussion about outreach/recruitment and will continue.

APPENDIX A

Rubric for assessing SLO 2.1 –
grammar, spelling and punctuation
in written materials.

This quiz (or various versions of it) is used as a pre/posttest. The students are given this at the start of the semester and again at the end to determine student learning outcomes.

CATEGORY 1

Confused and misused words

1. The actor stood offstage, waiting for his
(a) *cue* (b) *queue*.
2. The joke went right over (a) *there* (b) *their*
(c) *they're* heads.
3. He wrote the letter on office (a) *stationary*
(b) *stationery*.
4. Lectures made Tom extremely (a) *board*
(b) *bored*.

CATEGORY 2

Verbs

5. No baby bird had ever (a) *fell* (b) *fallen* from
the tree.
6. School buses had never (a) *drove* (b) *driven*
this route before.
7. He got the note and (a) *tore* (b) *teared* it up.
8. Ruben had never (a) *sung* (b) *sang* (c) *singed*
this song before.

CATEGORY 3

Modifiers

9. After two hours the operation was
progressing (a) *smooth* (b) *smoothly*.
10. Beth always gives (a) *unique* (b) *more unique*
(c) *most unique* advice.
11. He told his two ex-wives to split the money
(a) *among* (b) *between* themselves.

CATEGORY 4

Agreement

12. A large crowd of spectators (a) *has* (b) *have*
gathered.
13. The association filed (a) *its* (b) *it's* (c) *their*
report this morning.
14. Several of the new players (a) *plan* (b) *plans*
to return next year.

CATEGORY 5

Plurals and possessives

15. You should think about (a) *other's* (b) *others*
(c) *others's* (d) *others'* feelings before quitting.
16. This house was sold to the (a) *Jones* (b)
Jones' (c) *Joneses* (d) *Joneses'*.

17. Creating miracles was one of (a) *Jesus* (b) *Jesus'* (c) *Jesuses* (d) *Jesuses'* abilities.

For each of the next questions, mark (a) if it is punctuated correctly, (b) if not.

18. This old car used to belong to the (a) *Smiths* (b) *Smiths'* (c) *Smithses* (d) *Smithses'*.

19. When I eat a newspaper is always on the table.

CATEGORY 6
Punctuation

20. Jack moved to Fresno because he ran out of money living in Chicago.

APPENDIX B

Rubric for assessing SLO 2.2 –
Write clearly and concisely in the appropriate media style.

- **Written Assignment – News Release**

GRADING RUBRIC: News release assignment	Points Possible
<p>FORMAT: Follows precise requirements in spellcheck/proofreading and formatting for media acceptance as credible source:</p> <ol style="list-style-type: none"> 1) 400-500 words, 12' TNR; double-spaced 2) Headline (brief attention-getting statement summarizing the news and Subhead (Secondary phrase builds on headline; 3) Dateline (City where the news is originating and the date of release or whether embargoes; Lead, (First paragraph generally answers most of the 4W and H questions as the facts; 4) Body (Adds supporting details with direct quotes, background, statistics plus the Call to Action such as learn more, etc.; Boilerplate (short paragraph giving information about the issuing company or organization); Sources (company or organization issuing the release); and Media Contact Information (name, phone, email for the PR contact) 	4
<p>CONTENT:</p> <ol style="list-style-type: none"> 1) Identify the Five W's and H.: Who, What, When, Where, Why and How; 2) Use active voice and no first- or second-person references; 3) Use the inverted pyramid formula, with news at the top and other facts in descending order of importance; 4) Build on the lead, 5) Add a quote, move into the body of the story; 	6

6) Have a nice ending that doesn't jolt the reader.	
TOTAL	10

APPENDIX C

Rubric for assessing SLO 3.1 –
Create media content that addresses a communication goal

Criteria	Pts
Time Restrictions - Does the piece adhere to the time restriction?	5 pts
Camera Motivation - Do all shots seem motivated? Does camera work respond to the actions occurring on screen as well as push the story forward?	10 pts
Basic Requirements - Does the piece perform all 11 shots correctly?	10 pts
Color - Is color balanced well in each shot?	5 pts
Exposure - Are shots exposed correctly?	5 pts
Focus - Are shots sharply focused?	5 pts
Flow - Do the shots flow well from one to the next?	10 pts
Story Cohesiveness - Is there a cohesive story?	10 pts

Visually Creative - Are the shots visually creative within the context of the story?	10 pts
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APPENDIX D

Rubric for assessing GE (Area D3) Learning Outcome 3: Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions.

Criteria:	4 – Superior	3- Proficient	2-Developing	1-Insufficient
Discussion of the influence of one or more major social, cultural, economic or political forces.	One major issue/event, is clearly identified. The student has identified one factor from each of the different areas of potential influence (social, cultural, economic, political) that had an impact with more than one valid and relevant example of the influence on	One major issue/event is clearly identified. The student has identified factors from at least two different areas (social, cultural economic, and political) that had an impact and gives at least one valid and relevant example of the influence on human behavior or institutions	Either the issue/event is not clearly identified or the student does not identify more than one factor (social, cultural economic, political) that had an influence OR no valid and relevant examples are given	An issue is mentioned but not clearly identified and either only one factor is discussed or only one of the factors mentioned is accurate or the discussion of the influence of the issue/event is inaccurate

	human behavior or institutions			
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