**Annual Assessment Report for 2021-2022 AY**

Reports completed on assessment activities carried out during the 2021-2022 AY will be due September 30th 2022 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. For purposes of this report, you should only report on two or three student learning outcomes (department’s choice) 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: Communication Degree MA

Assessment Coordinator: Dr. Douglas Fraleigh

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

SLO 5. students will demonstrate their knowledge and expertise of one method that can be used to systematically analyze or assess a communication or rhetorical problem.

1. 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.**

We used the graduate students’ culminating experience as the measure. Students completed a thesis, a project, or a comprehensive examination. For the comprehensive examination, the out-of-house paper was used as the measure.

The papers were assessed based on the following criteria:

A. Explanation and justification of methodology

B. Application of methodology

C. Analysis and conclusions

The rubric that was used to assess student work is included in the appendix.

1. 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. Also indicate your benchmark (e.g. 80% of students will be designated as proficient or higher) and indicate the number of students who met that benchmark.

Ten graduate students’ culminating experiences from 2021 and 2022 were included in this assessment. We did not have enough graduates to base the assessment on 2022 alone. Our benchmark was that 90% of graduate students would earn a rating of proficient or higher on this assessment.

For the overall rating, students achieved the following results:

* Advanced 7
* Proficient 3

For explanation and justification of methodology, students achieved the following results:

* Advanced 6
* Proficient 4

Papers that were rated advanced were commended for several reasons:

* Excellent explanation of the theories underlying the analysis
* Extensive use of scholarly literature to explain methodology
* Excellent explanation for choice of interpretive framework
* Demonstrated strong understanding of theories

Papers that were rated proficient received the following comments:

* Understood theories well but struggled to explain intersections
* More explanation of warrant for method choices would have strengthened the project

For application of methodology, students achieved the following results:

* Advanced 7
* Proficient 3

Papers that were rated advanced were commended for several reasons:

* Effective, thorough application of method
* Able to apply theory to own, original data
* Demonstrated ability to apply research methods
* Very good connection of model to the autoethnography

Papers that were rated proficient received the following comments:

* Made a strong argument, but some issues with clarity
* Analysis of individual artifacts good, but would be stronger if common themes were discussed
* Needed a deeper analysis

For analysis and conclusions, students achieved the following results:

* Advanced 8
* Proficient 2

Papers that were rated advanced were commended for several reasons:

* Most impressive piece of graduate work that I have read in five years
* Makes the link between theory and practice effectively
* Developed a strong argument for the conclusions
* Adds new insight with the work
* Very effective application of knowledge gained to contribute to solutions for real life problems and issues
* Research could be used in field under study

Papers that were rated proficient received the following comments:

* Solid conclusion, could have elaborated on implications of the analysis
* Could use more analysis of how this research could be applied

1. What changes, if any, do you recommend based on the assessment data?

Each of the ten culminating experiences that were assessed achieved a rating of proficient or higher, with a majority of students achieving a rating of advanced on each component of the rubric. No significant changes in curriculum or pedagogy are necessitated by this assessment. However, during the graduate faculty’s discussion of changes in response to the department’s last program review, the faculty will consider strategies for helping students who are doing proficient work raise their skills to an advanced level.

1. If you recommended any changes in your response to Question 4 in your 2020-21 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.

Students demonstrated a high level of proficiency in the 2020-21 MA assessment report, so no changes were recommended. The department continues to have two faculty members read each graduate student’s Graduate Writing Requirement submission and collaborate with the student to develop writing goals.

1. What assessment activities will you be conducting during AY 2022-23?

In AY 2022-23, the following learning outcome will be assessed:

Students will demonstrate competency in graduate level writing. The department is revising their graduate SOAP and graduate curriculum more generally in response to our last program review. Consequently, the exact language of this learning outcome has not been finalized. But the department will assess the learning outcome(s) that relate to graduate student writing.

NOTE: For the AY 2021-22 Report, due September 30, 2022, there is no Question 7 pertaining to program review. For future Department/Program Annual Assessment Reports, there will be a question about how your Department/Program has planned to incorporate Justice, Equity, Diversity, and Inclusion into your assessment practices. We will discuss JEDI at assessment workshops in fall 2022 and resources will be available in the Department Coordinators Google Drive.

**APPENDIX**

**Rubric Used to Evaluate Graduate Level Methodology**

**1. Explanation and Justification of Methodology**

**3 (advanced).** The methodology is clearly and accurately explained. The paper presents a sound justification for selecting the methodology used to analyze the communication phenomenon under study.

**2 (proficient).** The methodology is described clearly and explained in reasonable detail. The paper presents warrants for selection of methodology.

**1 (developing).** The methodology is not clearly described and/or the rationale for selection of the methodology is limited or missing.

**2. Application of Methodology**

**3 (advanced).** The methodology is applied effectively, and the analysis is detailed.

**2 (proficient).** The methodology is applied at a level expected of MA students and the analysis is reasonable.

**1 (developing).** The methodology is not correctly applied, or the analysis is limited.

**3. Analysis and Conclusions**

**3 (advanced).** The conclusions clearly follow from the analysis, the results and implications are discussed in detail.

**2 (proficient).** The conclusion plausibly follows from the analysis, the results and implications are discussed.

**1 (developing).** The conclusion does not follow from the analysis or the discussion of results and implications is minimal.