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

Reports completed on assessment activities carried out during the 2021-22 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. 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. T. Pierce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

As per the instructions, for this assessment period, we assessed the following 2 MCJ SLOs and 1 GE SLO

**MCJ SLOs**

**Student Learning Outcome 1.3**: Explain media theories.

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

**GE SLO: Area D** **SLO 3**: Discuss the influence of major social, cultural, economic, and political

forces on human behavior and institutions.

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.
   1. **Writing Assignment:** 
      1. Assignment Criteria
         1. Write a 5-page essay. Students were required to reflect on the interconnection between culture, television content and advertising practices based on what was discussed in class, reading assignments and lecture notes. They were to consider the development of television and television’s subsequent impact on culture and society in their analysis (GE SLO 3)
         2. Students were required to use cultivation theory (CT) or social learning theory (SLT) as a framework (SLO 1.3) to explain ways in which media influence society.
         3. Students were required to demonstrate correct grammar, spelling and punctuation in the benchmark paper (SLO 2.1) and use appropriate writing style.
         4. Rubric:See attached for rubric
2. 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.
   1. **Benchmark:** 
      1. As a Benchmark, 80% or more of students were expected to achieve a minimum score of 70 points out of 100 points (letter grade C) to demonstrate proficiency—mastery of the GE learning outcomes and proficient knowledge of and breadth of understanding of media’s role in society and media effects theories.
   2. **Outcome:**
      1. Nearly 86.8% (N=33) of the 38 students enrolled in this section of 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 of 33 students 54.5% (N=18 students) earned a letter grade of “A” (90-100 points) on the assessment assignment, 30.3% (N=10) earned a letter grade of “B” (80-89.9 points) and 15.1% (N=5) earned a letter grade of “C” (70-79.9 points).
      2. 13.1% (N=5) of the 38 students enrolled in MCJ 1 did not achieve the learning outcomes. Of this group of 5 students 60% (N=3 students) earned a letter grade of “D” (60-69.9 points), demonstrating slightly weak knowledge of and breadth of understanding of the learning outcomes. 40% (N=2) earned a letter grade of “F” (0-59.9 points). It is important to note that these 2 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 2 of the 38 students enrolled in MCJ 1 is missing.
3. What changes, if any, do you recommend based on the assessment data?
   * 1. No distinct changes but will continue using *scaffolding strategies.* Scaffolding and other active learning strategies were used this year and will continue to be used in order to improve student performance and achieve student learning outcomes.
4. 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

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

In the future academic year, we will concentrate assessment efforts on other MCJ learning goals, such as “produce” (SLO 3.2, 3.2) to assess learning outcomes in our newly developed capstone courses. 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.)

**APPENDIX A**

**Rubric**

**Writing Assignment Rubric**

Non-shaded item (1st item) is used to assess the GE learning outcome. The remaining items (shaded in light gray) were used to assess MCJ SLOs.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Critical reflection on broadcast and streaming television (GE SLO 3) –*** *Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions.* | **Superior (20 to >16 pts)** Critically explains how television is considered a social influence. | **Commendable**  **(16 to >12 pts)**  Critically explains why television is considered a social force, but is simplistic in expression and somewhat vague. | **Needs Improvement**  **(12 to >0 pts)**  Missing or fails to explain why television is considered a social force. |
| ***Theoretical Framework (SLO 1.3) –*** *Use cultivation theory (CT) or social learning theory (SLT) as a framework to explain ways broadcast and streaming television's influence might be powerful AND limited. Provide one specific example of each. Apply relevant terminology and provide all necessary definitions. Provide evidence of familiarity with the central assumptions of CT or SLT.* | **Superior (20 to >16 pts)** Sufficiently and effectively uses cultivation theory (CT) or social learning theory (SLT) as a framework to explain ways broadcast and streaming television's influence might be powerful AND limited. Provides one specific example of each. Applies relevant terminology and provides all necessary definitions. Provides evidence of familiarity with the central assumptions of CT or SLT. | **Commendable**  **(16 to >12 pts)** Uses cultivation theory (CT) or social learning theory (SLT) as a framework to explain ways broadcast and streaming television's influence might be powerful AND limited. Provides one specific example of each. However, is simplistic in expression and somewhat vague. Applies some relevant terminology and provides some necessary definitions. Provides minimal evidence of familiarity with the central assumptions of CT or SLT. | **Needs Improvement**  **(12 to >0 pts)**  Missing or fails to use cultivation theory (CT) or social learning theory (SLT) as a framework to explain ways broadcast and streaming television's influence might be powerful AND limited. Does not provide one specific example of each. Does not apply relevant terminology or provide necessary definitions. Familiarity with the central assumptions of CT or SLT is not evident. |
| ***Quality of Writing***  ***(SLO 2.1) –*** *Demonstrate correct grammar and mechanics (including spelling and punctuation).* | **Superior (10 to >8 pts)**  Uses words, syntax, and the rules of grammar in a sophisticated manner with no errors or few errors in mechanics; clear and pleasant writing style. | **Commendable (8 to >6 pts)** Uses words in a clear though sometimes simple fashion, with some errors in grammar and mechanics; writing style is cumbersome and awkward at times. | **Needs Improvement**  **(6 to >0 pts)**  Contains extensive errors in grammar and/or mechanics that obscures the author's meaning and makes it difficult for the reader to understand the author's intended meaning. |
| ***Formatting & Citation Handling –*** *Writes clearly and concisely using MLA style (this includes formatting and citation handling) and maintains consistency throughout. Cite relevant course materials. Cite Baran and at least two academic sources found in the Henry Madden Library (HML) holdings.* | **Superior (10 to >8 pts)** Response is formatted according to directions (including in-text citations and Works Cited page) with few or no errors in formatting and citation of sources. Cites relevant course materials. Cites Baran and at least two academic sources found in the HML holdings. | **Commendable (8 to >6 pts)** Response is formatted mostly according to directions (including in-text citations and Works Cited page) with some errors in formatting and citation of sources. Cites relevant course materials. Cites Baran and at least two academic sources found in the HML holdings. Automatic "C" grade: Does not include in-text citations OR Works Cited page. Automatic "D" grade: Does not cite relevant course materials. | **Needs Improvement**  **(6 to >0 pts)**  In-text citations AND Works Cited page missing. Does not follow formatting instructions (including in-text citations and Works Cited page). Has significant and multiple errors in formatting and citation of sources. Does not cite relevant course materials. Does not cite Baran and two academic sources found in the HML holdings. |