

*\*GE assessment activities are included in this report*

## 1. What learning outcomes did you assess this year?

**Learning Goal 1. Think** – Students will analyze and evaluate the history, roles, theories and practices of media in the U.S. and globally.

Student Learning Outcome 1.1: Identify significant milestones in the history of mass media.

Student Learning Outcome 1.2: Evaluate the mass media's role in society.

Student Learning Outcome 1.3: Explain media theories.

Student Learning Outcome 1.4: Describe mass media business, professional and regulatory practices.

**Learning Goal 2. Write**—Students will acquire oral, written, and visual communication skills with personal quality or style through exposure to language, literature, art, design, and the mass media.

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 2.3: Develop written content that is appropriate for specific audiences.

**Learning Goal 3. Produce** – Students will develop, design, and produce communication materials that address specific communication goals for a targeted audience.

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

Student Learning Outcome 3.2: Prepare professional quality communication materials targeted at a specific audience.

## 2. What instruments did you use to assess them?

Direct measures were used to assess learning outcomes in a variety of MCJ courses, including MCJ General Education courses, MCJ elective courses, Broadcast Journalism courses, Multimedia courses, Public Relations courses and Print Journalism (writing). The following section highlights some of the learning outcomes assessed and the rubrics that are used. These are just a sampling of MCJ's assessment activities.

### A. DIRECT MEASURES

1. **Two examples of assessment of Learning Outcomes 1.1, 1.2, 1.3 and 2.1 and G.E. learning outcome** of demonstrating appropriate language use, clarity, proficiency in writing, and citation mechanics.
  - a. **Assessment:** The instructor in MCJ 1 (GE course) used a rubric to assess the students' ability to identify significant milestones in the history of mass media, evaluate media's role in society, explain media theories and. The specific learning outcomes assessed included: 1.1, 1.2, 1.3 and 2.1.

i. **Assignment for Assessment of Outcome:**

1. The outcomes in MCJ 1 were assessed in two 5-page essays. For each assignment, a minimum of three comprehensive questions were asked that pertain to the learning outcomes.
  - a. The “rules” for media consumption have changed and although “legacy” or traditional media are in turmoil, media consumption is at an all-time high. Audience media consumption habits are changing due to technological developments. What are some of the most important social, cultural, or political implications of these changes, in your view? Describe at least two significant milestones in mass media’s history, and explain how you think these milestones have impacted society and may be important in the future. (L.O. 1.1)
  - b. Discuss the mass media’s role on the American political and economic systems? Describe one way that mass media may affect politics and one way it may affect our economy. Which of these effects has had an impact on you personally? Which of these effects do you believe is more significant, and why? (L.O. 1.2)
  - c. Some people argue that media portrayals of sex and violence affect media audiences’ behavior. Select one theory of media effects discussed in class, describe it in detail, and evaluate whether these theories have held true in your personal experience. (L.O 1.3)
  
- b. **Rubric:** The following page includes the rubric that is used to assess the above learning outcomes (highlighted).

## MCJ 1 Rubric

	90-100	70-89.9	50-69.9	49.9 or Below
<b>Content Knowledge</b>				
<i>Demonstrate competent understanding of milestones in the history of mass media</i>	Sufficiently and effectively discussed two or more milestones in the history of mass media.	Discussed one milestone in the history of mass media but needed more depth and breadth of knowledge.	Briefly mentioned one milestone in the history of mass media but was out of context and key terms were used inaccurately.	Failed to discuss any milestones in the history of mass media.
<i>Demonstrate knowledge of media's role in society and employ sufficient depth of analysis to form a valid judgment</i>	Sufficiently and effectively discussed media's role in American political and economic systems and thoroughly analyzed their effects.	Discussed media's role in the American political and economic systems, but only briefly analyzed their effects.	Discussed media's role in the American political OR and economic systems, but not both as instructed. Only briefly analyzed their effects.	Failed to discuss media's role in society.
<i>Demonstrate knowledge of media theory and application to media portrayals</i>	Accurately described the appropriate media theories and apply them to the portrayals of sex and violence in media.	Described the appropriate media theories and applied them to portrayals of sex and violence in media but lacked sufficient depth.	Did not select the appropriate media theories or did not apply the tenets of the theories correctly.	Failed to select a media effects theory and failed to apply the theory to media portrayals
<b>Quality of Writing</b>				
<i>Organization</i>	Demonstrates a clear, thoughtful structure that helps build an argument logically and is clearly communicated to the reader	Demonstrates a clear structure, though may be repetitive or need improvement in some areas	Lacks structure and is rambling or incoherent in significant parts of the response	Does not demonstrate any sense of structure or is too short or undeveloped to judge to determine

<i>Mechanics, Grammar and Spelling</i>	Uses words, syntax and the rules of grammar in a sophisticated manner with no or few errors; clear and pleasant writing style	Uses words in a clear though sometimes simple fashion, with few errors in spelling or grammar	Contains multiple errors in mechanics, spelling and/or grammar that somewhat obscure the author's meaning	Contains extensive errors in spelling, grammar and/or usage that severely impair the reader's understanding of the response
<i>Formatting and Citation Handling</i>	Response is formatted exactly according to directions, including in-text citations and Works Cited page.	Response is formatted mostly according to directions, though there may be a few errors in formatting and MLA citation of sources.	Response contains significant and multiple errors in formatting and MLA citation of sources.	Response is in a completely different format from that required by directions, and/or is lacking required citations.

Total Score: \_\_\_\_\_/100 points

Average score on top three items (assessment learning outcomes):

\_\_\_\_\_ 90-100    \_\_\_\_\_ 70-89.9    \_\_\_\_\_ 50-69.9    \_\_\_\_\_ 49.9 or below

**c. What did you discover from these data?**

i. Benchmark:

1. The expectation was for students to achieve a score of 70 or above (out of a possible 100 points) to demonstrate mastery of the learning outcomes.

ii. Outcome:

1. Of the 86 students in MCJ 1, 88% achieved a 70 or above (Grade of C or better) on the assessment assignment, reflecting mastery of the GE learning outcome and a strong knowledge of and breadth of understanding of mass media milestones, media's role in society and media effects theories. 12% of the students achieved lower than 70 (Grade of D or F), demonstrating a lack of knowledge or understanding of the learning outcomes.

**d. What changes did you make as a result of these findings?**

- i. From the results, we learned that the majority of students achieved the desired learning outcomes; however, to increase the success rate, the professor plans to introduce the students to more reflection writing and small group discussion

focused on mass media's role on the American political and economic systems. The students seem to have the most difficulty in applying media theories appropriately. More examples and focus on these area may help to strengthen the outcomes.

**Example two:**

- a. **Assessment:** The professor of MCJ 175 (upper-division GE course) used a rubric to assess how effectively students (1) evaluate the media's role in society vis-à-vis gender, sexual orientation, race and ethnicity and (2) explain theories relevant to those issues. Specific learning outcomes addressed by this rubric are 1.2 and 1.3 and the **G.E. learning outcome** of demonstrating appropriate language use, clarity, proficiency in writing, and citation mechanics.
- b. **Rubric:** The following page includes the rubric that is used to assess the above learning outcomes (highlighted).

## MCJ 175 RUBRIC

### Learning Outcomes Assessed:

1.2 To evaluate the mass media and related industries' role in society.

1.3 To explain media theories.

**Measures used:** Direct measure assessing the learning outcomes above (see rubric below)

**Assignment:** Short (2-3 pages) in-class reflection paper analyzing a particular stereotype within the media and its effect on audiences.

**Assessment:** Student provides a thoughtful and complete summary of popular media stereotypes. The student explains how these stereotypes are reflective of myriad factors, from the need for commercial media to develop content that attracts audiences to the ideology of dominant groups and contemporaneous cultural and political issues and events. The student also demonstrates a nuanced understanding of how, if at all, these stereotypes impact audiences and refers to relevant theories (e.g., social construction).

	Excellent	Good/Satisfactory	Needs Much Improvement	Unacceptable
Identifies the factors that create, shape and maintain media stereotypes				
Explains the impacts of media stereotypes on society				
Refers to relevant theories				
Uses facts and examples				
Writing quality				

Rating Scale:

Excellent = 15; Good/Satisfactory = 10; Needs much improvement = 5; Unacceptable = 0

TOTAL SCORE:

75-60 = Excellent/Very good

59-50 = Good/Satisfactory

Below 50 = Needs much improvement/Unacceptable

- c. **What did you discover from these data?**
    - i. Benchmark: The expectation was for students to achieve a score of 50 or above (out of a possible 75 points) to demonstrate sufficiency of the learning outcomes.
    - ii. Outcome:
      - 1. Learning outcome 1.2: 70% of the students scored excellent and 30% scored good/satisfactory, revealing proficiency in explaining the impact of media stereotypes on society.
      - 2. Learning outcome 1.3: 30% of the students scored good/satisfactory; 50% needs much improvement; and 20% scored unacceptable. These results show that the majority of the students achieved the desired learning outcomes; however, 20% did not.
  - d. **What changes did you make as a result of these findings?**
    - i. Given the assessment results in MCJ 175, the professor, beginning in fall 2017, will expand the section of the course that looks at media theories. Equally important, the instructor will implement in-class exercises that tie course material into theories to hopefully increase learning outcomes in this area. The department is currently discussing ways to increase the students' ability to explain and apply applicable media theories. One suggestion that has been made is to add more theory discussions in MCJ 1. In addition, the department is considering adding a Theory course. Both of these ideas will help strengthen this learning outcome.
2. **Examples of Assessment of Learning Outcomes 3.1** (Create media content that addresses a communication goal) and 3.2 (Prepare professional quality communication materials targeted at a specific audience).
- a. **Assessment:** The instructor in MCJ 106 used a rubric to directly measure student learning outcomes 3.1 and 3.2.
  - b. **Rubric:** The following page includes the rubric that is used to assess the above learning outcomes (highlighted).

**MCJ 106 Rubric**

	<b>Proficient/Exemplar 20 points</b>	<b>Satisfactory/Acceptable 10 points</b>	<b>Needs Improvement 0 points</b>	
<b>Appearance and Readability</b>	The document makes excellent use of (limited) fonts, color, design and contrast to visually enhance the content. Text is easy to read. Excellent visual appeal. Appropriate for your target audience.	Document includes variety of fonts, color, design and contrast, but this may occasionally detract from the content. (too many fonts may be used) Some text may be difficult to read. May not be appropriate for your audience.	The document does not make use of font, color, design and contrast. May use too many fonts. This may make the work difficult to read and detracts from content. Did not consider target audience.	
<b>Formatting, Mechanics, and Spelling</b>	Formatting is consistent and there are no errors in spelling, grammar, or mechanics; sentence structure is sound.	Formatting is fairly consistent; there may be a few errors in spelling, grammar, and mechanics that detract from the work; some sentences may have to be rewritten.	Formatting is not consistent. May have errors in spelling, grammar, or mechanics. Sentence structure may be poor.	
<b>Pictures and Graphics</b>	Pictures and graphics are well selected and help support the content. They are visually sharp and enhance the document.	The pictures and graphics could be better selected to enhance the content and/or some of them may be blurry.	Minimal or distracting pictures and graphics detract from the content and/or may be blurry.	
<b>Prepare professional quality communication materials targeted at a specific audience. (LO 3.2)</b>	The document effectively addresses an appropriate communication goal and targets a specific audience.	The document fairly addresses a communication goal and/or targets a specific audience but needs to be more effective.	The document is void of an appropriate communication goal and does not effectively target the specific audience.	
<b>Required elements and media content addresses a specific communication goal. (LO 3.1)</b>	The document includes all of the requirements for this assignment. The media content addresses the appropriate and specific communication goal effectively.	Most of the required elements are present; but a few may be missing or incorrectly done. The media content somewhat addresses the communication goal.	Some of the required elements are included, but many are done incorrectly or not done at all. The media content does not effectively address the communication goal.	

- c. **What did you discover from these data?**
    - i. **Benchmark:** The expectation was for students to achieve a score of 70 or above (out of a possible 100 points) to demonstrate sufficiency of the learning outcomes.
    - ii. **Outcome:** In spring 2017, the results of the assessment rubric revealed that 88% of students showed proficiency in creating content that addressed a communication goal (3.1) and targeted a specific audience (3.2), 9% were satisfactory and 3% needed to show significant improvement. These results reflect the effectiveness in the hands-on exercises that help strengthen the key learning outcomes that students need to achieve by the end of the semester. However, 3% of the students demonstrated insufficiency in effectively achieving the learning outcomes expected in the class.
  - d. **What changes did you make as a result of these findings?**
    - i. The assessment results in MCJ 106 with learning outcomes 3.1 and 3.2 indicated that 88% effectively achieved the desired learning outcomes. The instructor plans to strengthen the one-on-one interaction to increase the outcomes. Other courses in MCJ that are assessing 3.1 and 3.2 indicated similar results and also indicated more one-on-one application instruction and activities to help strengthen outcomes.
3. **Example of assessment of learning outcomes 2.1, 2.2, 2.3, 3.1 and 3.2 :**
- a. **Assessment:** A MCJ 191 is the department's internship course. The coordinator of the MCJ internships (MCJ 191) previously revised the current rubric to incorporate the university's WASC learning outcomes (written communication skills, oral communication skills, information literacy and critical thinking). This rubric has been changed for the fall semester to include not only the WASC and MCJ learning outcomes but will also include new items that will assess career-readiness. According to MACE (National Association of Colleges and Employers), career-readiness learning outcomes include: critical thinking/problem solving, oral/written communications, teamwork/collaboration, technology skills, leadership, professionalism/work ethics, career management and global/intercultural fluency. The department is currently discussing these career-ready items and plans to implement some or all of them on the MCJ SOAP, as well as in the 191 assessment rubrics. Currently, at the completion of the student's internship, the professional supervisor uses a rubric to evaluate the following learning outcomes: 2.1, 2.2, 2.3, 3.1, 3.2.
  - b. **Rubric:** The following is the rubric that is used to assess the above learning outcomes (highlighted).

# Assessment Activities for MCJ Department | 2017

## MCJ 191 Rubric

Intern's Performance	Exceptional	Above Average	Satisfactory	Needs Improvement	N/A
Understands assignments/seeks clarification if needed					
Completes assignments on time					
Utilizes problem-solving skills					
Accepts responsibility for his/her work					
Demonstrates creativity in approaching tasks					
Displays effective written communication skills					
Oral Communication Skills: ability to inform, persuade or express oneself verbally					
Written Communication Skills: Writing was clear and in appropriate writing style					
Information Literacy: ability to apply core knowledge from within the field of study					
Critical Thinking: ability to think clear, reflective, and open-minded when making decision					
Effectively develops written content appropriate for specific audiences					
Effectively creates media content that addresses a communication goal					
Prepares professional quality communication materials targeted at a specific audience					
Intern's Attitude and Work Habits	Exceptional	Above Average	Satisfactory	Needs Improvement	N/A
Adapts to work environment					
Shows flexibility					
Is self-motivated					
Demonstrates enthusiasm in carrying out responsibilities					
Meets attendance requirements					
Is punctual and reliable					
Manages time well					
Dressed appropriately					
Is professional when conducting tasks and interacting with others					
Works well as a team player					
Followed all company rules and policies					

- c. **What did you discover from these data?**
- i. **Benchmark:** The expectation was for students to achieve a score of 70 or above (out of a possible 100 points) to demonstrate sufficiency of the learning outcomes.
  - ii. **Outcome:** The results from spring 2017 found the following with the WASC items:
    1. Written Communication skills: 25% showed no change/fair, 55% showed moderate improvement/good and 25% showed significant improvement/excellent after completing their internship.
    2. Oral Communication skills: 22% showed no change/fair, 13% showed moderate improvement/good and 65% showed significant improvement/excellent after completing their internship.
    3. Information Literacy (ability to apply core knowledge from within field of study): 5% showed a decrease/needs improvement, 72% showed moderate improvement/good and 23% showed significant improvement/excellent after completing their internship.
    4. Critical Thinking skills: 15% showed a need for improvement, 45% showed moderate improvement/good and 40% showed significant improvement/excellent after completing their internship.
- d. **What changes did you make as a result of these findings?**
- i. Through the assessments in MCJ 191, the department was pleased to see that the data revealed strong scores for the WASC items. However, we need to address the small percentage of students who showed a need for improvement. The department is currently engaged in discussions about how to increase oral and written communication, information literacy and critical thinking. Until now, the department has not assessed critical thinking or information literacy. The department is researching ways to implement course assignments and exercises that will help strengthen critical thinking skills. More hands-on activities will strengthen information literacy. Final projects that incorporate both written and oral communication will also help strengthen these skills.
4. **Assessment of writing:**
- a. **Assessment:** The DQE is the MCJ department's entrance exam and assessment correct grammar, spelling and punctuation. The specific learning outcomes addressed by this direct measure include: 2.1 and 2.2.
  - b. **Rubric:** The qualifying exam is the rubric that assesses the above learning outcomes (not included). It includes questions about grammar, spelling and punctuation.
  - c. **What did you discover from these data?** The Departmental Qualification Exam (DQE) tests fundamentals of writing. Students must pass the DQE before enrolling in any of the department's writing or editing courses — including MCJ 10 and MCJ 102W. In the

2016/2017 academic year, 161 students took the DQE. Of these students, 114 students passed and 47 failed. These results showed that a majority of the students (70.8%) understood and could correctly identify the fundamentals of grammar, word usage, punctuation and spelling (Learning Outcome 2.1 – demonstrate correct grammar, spelling and punctuation in written materials). However, the pass rate is a marked decline from previous academic years. For example, in 2015/2016, the pass rate was 83.4% and in 2014/2015, the pass rate was 86.8%.

- d. **What changes did you make as a result of these findings?**
  - i. The DQE administrator is currently investigating the reasons for the marked decline. In addition, the department is discussing ways to change the exam to better assessment not only grammar, punctuation and spelling but also writing skills overall. These results (and results from previous years) tell us that students are not coming into the program with sufficient writing skills. The department is discussing ways to increase writing effectiveness. One possible idea is to make MCJ 5 mandatory and a pre-requisite to other MCJ writing courses. This would give incoming students more opportunities to strengthen their writing skills prior to taking other writing courses within the department and the remainder of their degree courses.

## 5. INDIRECT MEASURES

- a. **External Assessment from Industry.** External teams of industry professionals are used to assess learning outcomes in our capstone courses. Courses that currently utilize or are in the process of using external assessment indirect measures include MCJ 105, 116, 128, 148, and 159S. In addition to these capstone courses, MCJ 190 (Community Journalism Program) also uses indirect measures to assess learning outcomes in the Print Journalism option. Under the direction of Dr. Gary Rice, a 21-year reporting and editing veteran, students produce stories for area newspapers and magazines including the Fresno Bee, Vida en al Valle; Reedley Exponent, Sanger Herald, Fowler Ensign, Madera Tribune, Visalia Times-Delta, Fresno magazine and other publications. The acceptance of the students' stories in these professional media outlets reflects their adherence to professional standards of journalism.
  - i. **What did you discover from these data?** Many courses in MCJ utilize professionals in the industry to evaluate students' work. Some courses utilize rubrics while others (190) depend on the number of stories accepted to be published as an indication of achievement of learning outcomes. This past year, 129 student stories were published in area newspapers and magazines. These external assessments have proven valuable by providing professional feedback to our students.
  - ii. **What changes did you make as a result of these findings?** Since these assessments have proven valuable, the MCJ department will continue to utilize

industry professionals. The department continues to re-evaluate the assessment tools in order to effectively evaluate the learning outcomes and also the career-readiness of our students.

- b. **Syllabi:** In the fall semester of 2016, the department reviewed syllabi for every MCJ class offered in order to assess whether the proper learning outcomes were listed and being assessed. In spring 2017, the department did a follow-up review of all syllabi and the learning outcomes listed for each course.
  - i. **What did you discover from these data?** In 2016, only 5% of the department's syllabi contained the correct learning outcomes based on the MCJ department's SOAP and the GE learning outcomes. A follow-up review of our syllabi in 2017 revealed that 93% of the department's syllabi contained the correct learning outcomes and adhered to university standards.
  - ii. **What changes did you make as a result of these findings?** We were pleased with the dedication of faculty to ensure that proper learning outcomes were included on syllabi. The weaknesses have been found with part-time faculty. As a result, the department has implemented a mandatory pre-semester workshop in which all faculty (part-time and full-time) attend. In this new workshop, the department will be providing all faculty with a syllabus template and a handout showing the proper learning outcomes for each class. In addition, all faculty are being taught ways to construct and utilize effective rubrics. This is an on-going process but the department is pleased with the progress we are making in this area.
- c. **Alumni Surveys:** Over the years, the department has conducted surveys with MCJ alumni. However, in the past two years, we have been re-examining how to effectively survey alumni. These efforts continue. The department is now collecting contact information on the exit surveys and collaborating with the Alumni Association to establish a useful database. Given our efforts to establish an effective database of alumni, the department plans to re-instate the alumni surveys in the near future.
  - i. **What did you discover from these data?** The department has not conducted surveys with alumni in a number of years due to inadequate contact information.
  - ii. **What changes did you make as a result of these findings?** The department has been increasing its efforts to collect current contact data on our alumni. Exit surveys were revised to ask graduating seniors their permanent contact info. In addition, the department is working with the Alumni Association to gather updated contact information. Finally, the department is currently conducting social media efforts to connect with our alumni. The department plans on conducting alumni surveys again in the near future.

- d. **Exit Surveys:** The department conducts online exit surveys every spring semester and request that all graduating seniors complete it. The exit surveys provide useful feedback for the department and serves as a new resource for collecting permanent contact information from the students that is allowing the department to build its alumni database. In spring 2017, 50 graduating seniors completed the exit surveys.
  - i. **What did you discover from these data?** The following shows the results of the exit surveys conducted in May, 2017. Results are given in each option area:

## **PRINT JOURNALISM: (N = 5)**

1. **The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 20% extremely valuable; 80% valuable.
2. **In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 60% very helpful; 40% helpful.
3. **The assignment requirements in the classes were:**
  - a. Students reported the following: 20% very helpful; 80% helpful.
4. **The variety of courses offered were:**
  - a. Students reported the following: 40% very satisfactory; 60% satisfactory.
5. **Practical work experience in your field of study was:**
  - a. Students reported the following: 60% very helpful; 20% helpful; 20% not helpful.
6. **In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 60% strongly agree; 20% agree; 20% somewhat.

## **BROADCAST JOURNALISM: (N= 10)**

1. **The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 67% extremely valuable; 33% valuable.
2. **In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 78% very helpful; 22% helpful.
3. **The assignment requirements in the classes were:**
  - a. Students reported the following: 63% very helpful; 37% helpful.
4. **The variety of courses offered were:**
  - a. Students reported the following: 38% very satisfactory; 62% satisfactory.
5. **Practical work experience in your field of study was:**
  - a. Students reported the following: 43% very helpful; 57% helpful.
6. **In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 50% strongly agree; 50% agree.

## **MULTIMEDIA: (N =9)**

- 1. The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 38% extremely valuable; 62% valuable.
- 2. In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 63% very helpful; 37% helpful.
- 3. The assignment requirements in the classes were:**
  - a. Students reported the following: 38% very helpful; 62% helpful.
- 4. The variety of courses offered were:**
  - a. Students reported the following: 25% very satisfactory; 75% satisfactory.
- 5. Practical work experience in your field of study was:**
  - a. Students reported the following: 11% very helpful; 67% helpful; 11% neither helpful nor not helpful; 11% not helpful.
- 6. In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 11% strongly agree; 44% agree; 33% somewhat, 11% disagree.

#### **PUBLIC RELATIONS: (N=16)**

- 1. The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 75% extremely valuable; 19% valuable; 6% not valuable.
- 2. In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 100% very helpful.
- 3. The assignment requirements in the classes were:**
  - a. Students reported the following: 69% very helpful; 31% helpful.
- 4. The variety of courses offered were:**
  - a. Students reported the following: 63% very satisfactory; 37% satisfactory.
- 5. Practical work experience in your field of study was:**
  - a. Students reported the following: 87% very helpful; 13% helpful.
- 6. In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 56% strongly agree; 31% agree; 6% somewhat; 6% disagree.

#### **ADVERTISING: (N= 9)**

- 1. The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 89% extremely valuable; 11% valuable.
- 2. In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 89% very helpful; 11% helpful.
- 3. The assignment requirements in the classes were:**
  - a. Students reported the following: 56% very helpful; 44% helpful.
- 4. The variety of courses offered were:**

- a. Students reported the following: 44% very satisfactory; 56% satisfactory.
- 5. **Practical work experience in your field of study was:**
  - a. Students reported the following: 89% very helpful; 11% helpful.
- 6. **In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 89% strongly agree; 11% somewhat.

**DUAL/TRIPLE MAJOR/OTHER: (N= 1)**

- 1. **The content of the MCJ classes, in general, was:**
  - a. Students reported the following: 100% extremely valuable.
- 2. **In general, the instructors I had in the program courses were:**
  - a. Students reported the following: 100% very helpful.
- 3. **The assignment requirements in the classes were:**
  - a. Students reported the following: 100% very helpful.
- 4. **The variety of courses offered were:**
  - a. Students reported the following: 100% very satisfactory.
- 5. **Practical work experience in your field of study was:**
  - a. Students reported the following: 100% very helpful.
- 6. **In regards to my option area, I feel that the program adequately prepared me for my future career:**
  - a. Students reported the following: 100% strongly agree.
    - i. **What changes did you make as a result of these findings?** The results of the exit surveys reveal similar findings that the department already know. Although our students seem please with the program, there are improvements that must be made with: 1) the variety of courses, 2) helpfulness of assignments in classes, and 3) adequately preparing students for future careers. The department has been engaged in these areas of discussion for several years. In 2016, the department made aggressive moves to restructure the program and curriculum. As a result of these discussions, the department is currently submitting many changes for review that include offering 4 B.A. degrees in the MCJ department, adding many new courses within each degree area and introducing capstone courses to better prepare students for their careers. In addition, more real-world assignments and projects are being implemented. The department is making great strides to address each of the concerns the students' mentioned on the exit surveys.

**6. Overall:**

The MCJ department is pleased with the assessment efforts that have been made in recent years and continue to be made. Our assessment activities help the department to effectively assess the curriculum and program and continue to make changes to improve and strengthen the department.

As a result of the ongoing assessment efforts, the department continues to examine the rubrics that are used in all MCJ courses in order to make sure that they are accurately and effectively measuring the learning outcomes listed in our SOAP. To evaluate our assessment tools, we began by examining all of the syllabi used in MCJ courses and the learning outcomes listed within (or not accurately listed) in 2016. After the initial review of syllabi, the department learned that many of the MCJ faculty were not accurately listed the learning outcomes nor assessing whether these learning outcomes were being achieved by our students. In 2017, the department conducted a follow-up and found that the majority of MCJ faculty had corrected their syllabi and had included the appropriate learning outcomes. The department continues to examine syllabi and has also established a new workshop for new faculty and all instructors in order to educate faculty on the proper learning outcomes for each class and to provide them with sample rubrics. In addition, the Assessment Coordinator continues to work with faculty on creating effective rubrics and utilizing them in classes to assess learning outcomes effectively.

In addition to re-evaluating our syllabi and assessment rubrics, the department also made revisions on our SOAP and the learning outcomes for each class. The department is currently in the process of doing a major curriculum overhaul and will be including many new or changed courses. As a result of these revisions, the department continues to work on the SOAP and learning outcomes for every class. In addition, the department is considering adding a new area to the SOAP—career-ready items. The career-ready learning outcomes would include: critical thinking/problem solving, oral/written communications, teamwork/collaboration, technology skills, leadership, professionalism/work ethics, career management and global/intercultural fluency (as mentioned previously).

**Writing Assessment:** The department continues to discuss ways to increase writing learning outcomes and better ways to accurately assess it. Currently, the DQE is providing valuable information on entry-level students; however, the department wants to expand its assessment with writing throughout all grade levels.

**Critical Thinking:** The department's current SOAP does not include a critical thinking component; however, the department is actively engaged in discussions about adding critical thinking through the implementation of the career-ready component of the SOAP revision.

**Internship:** The inclusion of the WASC learning outcomes as part of the assessment has proven to be valuable. The internship coordinator continues to examine the rubric that company internship supervisors use to assess students' learning outcomes and progress. One area the department is changing as a result of assessment items is to offer MCJ 191 (internships) as 1-3 units, giving the students the ability to take the internship more than once and give them more real-world experience. In addition, the course will be changed from a CR/NC to a letter grade, which will better reflect the students' learning outcomes. These changes are expected to begin in spring 2018. In addition, as mentioned previously, career-ready learning outcomes have been added to the professional supervisor's assessment form of the student's performance.

**Indirect measures:** Although the department has not successfully surveyed alumni in recent years, the department is actively working to build its alumni database. As soon as the database has been effectively developed, the department will resume conducting alumni surveys.

## 5. What progress have you made on items from your last program review action plan?

Although some items were mentioned above, the department has made progress on the following items since our last program review:

- Revise SOAP.
  - **Actions:**
    - Completed revision of Student Outcomes Assessment Plan based on the *Think, Write, Produce* curriculum framework.
    - Revised learning outcomes in all MCJ courses and will continue to revise the SOAP as the new degrees and courses are implemented.
    - Started the discussion on including Critical Thinking and Career-Readiness items into the SOAP and curriculum framework.
- Revision of rubrics to better assess learning outcomes.
  - **Actions:**
    - Included the university's WASC learning outcomes on at least one department assessment.
    - Included career-ready learning outcomes to the internship rubric, which also included critical thinking.
    - Department faculty are actively working to revise (and develop) rubrics that more accurately and effectively assess learning outcomes in all MCJ courses.
    - New instructors/professors are being trained on what learning outcomes should be achieved in each MCJ course, how to develop effective rubrics and how to routinely use them to assess learning outcomes.
- Assessment.
  - **Actions:**
    - Re-evaluated all syllabi to ensure correct learning outcomes were listed and being assessed. Worked with new faculty to teach them how to develop rubrics and assess student learning outcomes.
    - Examined ways to include "critical thinking" and "career-ready" into our SOAP and assessment. This is ongoing.
    - Re-evaluated all learning outcomes on the current MCJ SOAP and made changes where needed.
    - Examined and revised curriculum based on the responses from exit surveys and a thorough review of journalism programs throughout the

country, the department held many discussions and started the implementation of many changes to the MCJ curriculum: new courses; name changes on courses to better reflect the content and to align with industry standards.

- Indirect Measures:
  - The department continues to conduct exits surveys with its graduating students to assess the quality of our program. The department continues to evaluate this survey to strengthen the feedback from students. In addition, given the poor response rate in spring 2016, the department began to attempt to make the exit survey mandatory. These efforts continue.
  - The department continues to examine effective ways of surveying alumni as was mentioned previously. The department has updated the webpage to assist to better connect with alumni and to be able to gather important feedback. In addition, the department is actively collecting contact information of its exit surveys and is working closely with the alumni association.
- Curriculum/Program:
  - **Actions:** Since last year, the department continues to make major changes to the curriculum. In brief, these new changes will include the implementation of 4 different B.A. degrees within the MCJ department. In addition, new and/or revised courses have been introduced and are currently under review.
- Faculty:
  - **Actions:** The department has been involved in several tenure-track searches in the past couple of years and continues with these efforts. Two new faculty will join the department in fall 2017 and the department will be conducting 3 new searches in fall 2017.