MCJ Department Assessment Report **2019**

**Department and Degree**: Media, Communications & Journalism, B.A.

**Assessment Coordinator**: Dr. Tamyra Pierce

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

The MCJ department routinely assesses most or all of the learning outcomes within our SOAP and we did so in the 2018-2019AY (see below). However, this year’s assessment report will focus on the department’s assessment efforts this past year on Learning Goal 2: Write and Learning Goal 3: Produce. In addition to assessing Learning Goals 2 and 3, we, as always, assessed GE learning outcomes in our G.E. courses. This year’s GE assessment items include the learning outcomes for G.E. D3, MI and ID).

**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 1.2: 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.

\*During the 2018-2019 AY, we concentrated our efforts on Learning Goal 2: Write and Learning Goal 3: Produce.

**2. What instruments did you use to assess the learning outcomes and evaluate the assignment?**

The MCJ department has been working diligently to ensure that direct measures are used to assess learning outcomes in all MCJ courses. The following sections will outline the instruments the department used to assess writing and production of media content.

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A. **DIRECT MEASURES**

a. MCJ 124: Broadcast & Online News Writing

i. The instructor for one section of this course used the following assignment to assess writing learning outcomes.

**1. Assignment:** Final Class Vo/Sot Script

**2. Number of students assessed:** 14 students

**3. Learning Outcomes Assessed**:

• Demonstrate correct grammar, spelling and punctuation in written materials. (SLO 2.1)

• Write clearly and concisely in the appropriate media style. (SLO 2.2)

• Write clearly and concisely in the appropriate style. (SLO 2.3)

▪ Write stories that can easily be understood by the ear as well as

matches video;

▪ Write stories in active tense with a compelling lead;

▪ Ensure the script follows proper broadcast formatting;

▪ Use reporting skills to critically asses the information given in verbal

interviews and written official sources to be able to write a factual and

concise story).

These categories of assessment give us a thorough review of the students’

learning of the fundamentals of writing and applying these writing skills to a specific media format and for specific audiences.

**4. Rubric:** See Appendix

b. MCJ 128: Broadcast News Reporting & Production

**1. Assignment:** Final Class PKG Scripts

**2. Number of students assessed:** 9 students in the spring 2019 semester

**3. Learning Outcomes Assessed:**

∙ 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.

A. Write stories in active tense with a compelling lead.

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B. Ensure the script follows proper broadcast formatting and professional news judgment.

C. Use reporting skills to critically assess the information given in verbal

interviews and written official sources to write a factual, concise, story.

∙ Student Learning Outcome 2.3: Develop written content that is appropriate for specific audiences.

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

A. Write stories that can easily be understood by the ear as well as matches video.

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

∙ **Rubric:** See appendix

c. MCJ 30: Introduction to Multimedia Production (this is now MCJ 3)

**1. Assignment:** Visual storytelling through video shots

This is one of the most intensive projects of the semester. Students work in teams of two or three for 4-5 weeks, completing a number of preproduction assignments that culminate in the shooting and editing of a short video

composed of 10-12 shots with a total runtime between 1:30 and 3:00 minutes. This introductory-level project is designed to teach students the basic skills needed for visual storytelling.

**2. Number of students assessed:** 14 students assessed

**3. Learning Outcomes Assessed:**

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

a targeted audience.

**4. Rubric:** See appendix

d. MCJ 116: Advanced Video Production (Now called Documentary Film & Video Production)

**1. Assignment:** The Final Project – Creative Production was worth approximately 1/3 of a student’s grade in MCJ116, students were responsible for many small deliverables over the course of the 3 months that they worked on this project, with no one part worth the majority of their grade.

**2. Number of students assessed:** 20 students assessed (spring 2019 semester)

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**3. Learning Outcomes Assessed:**

**a.** Learning outcome 3.1 (PRODUCE): Create media content that addresses a communication goal.

**b.** Learning outcome 3.2 (PRODUCE): Prepare professional quality

communication materials targeted at a specific audience.

**4. Rubric:** See appendix

e. MCJ 131S: Online Media Design

**1. Assignment:** Multimedia Story

**2. Number of students assessed:** 14 students assessed in spring 2019 semester

**3. Learning Outcomes Assessed:**

∙ 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.

**4. Rubric:** See appendix

f. MCJ 191: Internships

**1. Assignment:** Final course evaluation

**2. Number of students assessed:** 37 students in spring 2019 semester

**3. Learning Outcomes Assessed:**

∙ 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.

∙ 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.

Aside from the above departmental learning outcomes, the assessment of the final overall course performance also incorporates the university’s WASC core competencies (written communication skills, oral communication skills,

information literacy and critical thinking). Also, the department is discussing the possibility of adding “career-ready” learning outcomes that would be

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assessed in capstone courses (final semester, senior major course). These

might include: critical thinking/problem solving and decision-making skills, skill competency, professional work ethic and initiative, leadership skills.

**4. Rubric:** See appendix

**g. INDIRECT MEASURES**

The department used several indirect measures (i.e., exit surveys, assessment of faculty syllabi, professional evaluations, etc.) during the 2018-2019 academic but this report will concentrate primarily on our direct measures used to assess class

assignments/activities.

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

A. MCJ 124:

The results showed 66% scored excellent, 8% scored well, 26% scored fair. These results reflected to the instructor that a quarter of the students learned and truly paid attention to the detail of script writing; a quarter did not. Of the fair scores, 75% did not come to class regularly so the cause and effect appears clear, here. The 25% had never done this kind of work before and insisted on ‘figuring it out on my own’ rather than asking for help.

B. MCJ 128:

44% scored excellent earning an A, 55% well earning a B, 0% scored fair or failed. The instructor states that these results reflect that 44% of the class paid strict attention to the details of script writing, storytelling, proper camera work and deadlines; 55% of the class was less careful in one or more of those details. 22% of the class raised their grade from the first package story at the beginning of the semester to the final package story at the end of the semester.

C. MCJ 30:

Assessment results reflected the following: A – 5; B – 1; C – 3; F – 3. Based on these results, the majority of students achieved the desired learning outcomes. Only a small percentage of students failed to achieve the expected learning outcomes but this was primarily due to failure to participate fully and actively in the assignment. Many students lose points because they are either not completing the required paperwork or because they are not submitting it when the full assignment is finally due. This is obviously a critical part of professionalization.

D. MCJ 116:

The summary of results from the assessment (e.g. 80% scored excellent, 30% scored fair, etc. on the writing learning outcomes) and what these results tell us about how student are learning the specific learning outcomes expected.

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11/20 students scored excellent - over 90%

6/20 students scored well - between 80-90%

3/20 student scored fair - between 70-80%

The three students who scored fair did not work well together as a team, and despite repeated attempts to help, did not follow through. The instructor believes these results support that students were performing well and achieved the desired learning outcomes.

E. MCJ 131S: The following shows the results of the assessment of learning outcomes. Item 4 Item 9 Item 10 Item 12 Item 13

**Student L.O 3.1 create content/comm**

**goal**

**L.O 3.2 Photo tech: Prof**

**materials**

**L.O. 3.2 Photo story: Prof materials**

**L.O. 3.2 MM tech: Prof materials**

**L.O. 3.2 MM Visual: Prof materials**

MA 6.0 10.0 10.0 9.2 10.0 IB 10.0 10.0 10.0 0 0 AC 9.8 10.0 10.0 10.0 10.0 JC 9.4 10.0 10.0 10.0 10.0 JG 10.0 NA NA 8.8 8.8 EK 9.4 10.0 10.0 9.0 7.0 PL 10.0 10.0 10.0 10.0 10.0 HM 9.6 10.0 10.0 10.0 9.0 IM 10.0 10.0 10.0 10.0 10.0 NM 9.0 10.0 10.0 10.0 10.0 ER 6.0 10.0 10.0 9.0 7.0 CR 10.0 10.0 10.0 10.0 10.0 ET 10.0 10.0 10.0 10.0 10.0 MY 9.8 10.0 10.0 9.8 10.0

129 130 130 125.8 121.8 N= 14 13 13 14 14

Avg

Completed

9.21 10.0 10.0 8.99 8.7

**Rubric Evaluation Items**

**Item 4:** SLO 3.1 Create media content that addresses a communication goal

∙ Story Angle is relevant to Website and to section.

∙ Sources are suitable and effective.

**Results**

All 14 students completed the item and successfully achieved the desired learning outcome.

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**Item 9**: Photos technical quality: SLO 3.2 Prepare professional quality communication materials

∙ Exposure is appropriate for subject matter of each photo.

∙ Lighting and shadows enhance 3 dimensionality and mood.

∙ Primary subject matter in photos is in focus.

∙ Color balance looks natural for the setting.

∙ Image is optimized with minimal degradation.

**Results**

Thirteen students completed the evaluated item and successfully achieved the desired learning outcome.

**Item 10:** Photos: Storytelling, SLO 3.2 Prepare professional quality communication materials

∙ llustrates key details of story.

∙ Relevant to the story.

∙ Integrated into story.

∙ Adds value to main story.

**Results**

Thirteen students completed the evaluated item and successfully achieved the desired learning outcome.

**Item 12**: Multimedia: technical quality, SLO 3.2 Prepare professional quality communication materials

**Results**

Thirteen students completed the evaluated item and successfully achieved the desired learning outcome.

**Item 13**: Multimedia: Visual quality, SLO 3.2 Prepare professional quality communication materials

∙ Variety of angles and composition.

∙ Movement is motivated.

∙ Framing draws eye to subject.

**Results**

Thirteen students completed the evaluated item and successfully achieved the desired learning outcome.

F. MCJ 191: Results of the assessment of students enrolled in MCJ191 (internships) found that all students achieved the desire learning outcomes. Areas that supervisors suggested needed strengthening included: social skills, taking more initiative and improving oral communication skills. Below are the results from the supervisor evaluation rubric in the spring 2019 semester:

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**Student Learning Outcome 2.1**: Grammar, spelling and punctuation. Results showed the following: 48% exceptional, 35% above average and 17% satisfactory

**Student Learning Outcome 2.2**: Write clearly and concisely in the appropriate media style. Results showed the following: 48% exceptional, 45% above average and 7% satisfactory **Student Learning Outcome 2.3**: Develop written content that is appropriate for specific audiences. Results showed the following: 55% exceptional, 39% above average and 6% satisfactory

**Student Learning Outcome 3.1**: Create media content that addresses a communication goal. Results showed the following: 55% exceptional, 39% above average and 6% satisfactory **Student Learning Outcome 3.2**: Prepare professional quality communication materials targeted at a specific audience. Results showed the following: 86% exceptional, 7% above average and 7% satisfactory

**WASC Core Competencies**

Written Communication skills: 9% exceptional, 81% above average and 10% satisfactory. All students achieved the desired learning outcomes and none fell below the satisfactory level. Oral Communication skills: 8% exceptional, 72% above average and 20% satisfactory. All students achieved the desired learning outcomes and none fell below the satisfactory level. Information Literacy (ability to apply core knowledge from within field of study): 69% exceptional, 21% above average and 20% satisfactory. All students achieved the desired learning outcomes and none fell below the satisfactory level.

Critical Thinking skills: 51% exceptional, 39% above average and 10% satisfactory. All students achieved the desired learning outcomes and none fell below the satisfactory level.

These results reflect that all of the students achieved the desired learning outcomes in the work environment. Since this course is typically taken at the end of the students’ academic careers, we would expect for them to exhibit exceptional or above average written and oral skills, information literacy and critical thinking.

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

The MCJ department is pleased with the assessment efforts that were made in the 2018-2019 AY. The faculty were pleased overall with the results of the assessment efforts and not many changes are expected to be made. Some faculty stated they would be working to increase student involvement and initiatives to better strengthen the learning outcomes when working on group projects. We believe the hands-on nature of many MCJ courses help to strengthen the achievement of learning outcomes. The assessment results from several years ago in MCJ 131S were compared with the current assessment results and found that overall scores had significantly improved. Therefore, we will continue to assess learning outcomes and make adjustments where needed and strengthen existing areas.

The department continues to assess the effectiveness of our rubrics 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 continue to examine the syllabi used in all MCJ courses and the learning outcomes listed.

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Given the extensive changes that have been made recently in our MCJ programs and curriculum, the department is actively re-evaluating our SOAP and the learning outcomes in each course. The department is also in discussion about adding a new category to our SOAP: **Learning Goal 4: Career-Ready.** The following elements have been proposed for this new learning goal.

Student Learning Outcome 4.1: **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Student Learning Outcome 4.2: **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Student Learning Outcome 4.3: **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals’ differences.

Student Learning Outcome 4.4: **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Student Learning Outcome 4.5: **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

This year, several of the above learning outcomes were included on the assessment rubric in MCJ 191 (internships). The department continues to discuss career-ready learning outcomes and plan to include this goal to our SOAP in the 2019-2020 AY.

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**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.**

∙ Recommendation 1

o Discontinue the DQE and require students to enroll in writing classes,

such as English 5A & 5B prior to taking MCJ 10 or 102W. Continue

assessing writing competencies

o ***Response:*** The department has been involved in many curriculum and

program changes this past year. The DQE was removed and MCJ 10 is

now MCJ 2. Writing competency continues to be assessed not only in

lower-level writing courses but also in upper-level writing courses.

∙ Recommendation 2

o Educate faculty about adding correct learning outcomes on syllabi and

using rubrics to assess.

o **Response:** The assessment coordinator worked with the new faculty to

educate them about assessment activities and how to effectively assess

learning outcomes. In addition, the assessment coordinator continues

to review all syllabi in the department to ensure proper learning

outcomes are included. These efforts are ongoing.

∙ Recommendation 3

o Add new learning goal to SOAP. Learning Goal 4: Career Ready.

o **Response:** Due to the massive work on curriculum and program

changes, the department did little to move this forward. However,

“career ready” elements were included on the internship evaluation

form that the students’ supervisor completes at the end of their

internship. The department will continue to examine the career-ready

learning outcomes and in other senior-level major courses.

**6. What assessment activities will you be conducting in the 2019-2020 AY?**

As mentioned previously, the department continues to engage in assessment of all learning outcomes listed in our SOAP; however, given that the department has recently made many curriculum changes/additions, we plan to re-evaluate our SOAP and determine what learning outcomes should be included with the new courses and if any changes need to occur with existing courses. We will also continue discussions about adding a “career-ready” learning outcome goal. Continued efforts will be made to educate faculty (TT, tenured, full-time and part-time instructors) about assessment and how to create and effectively use of rubrics to assess our learning outcomes. Finally, we will continue to examine the effectiveness of our assessment tools and adjust where needed.

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

The department completed its program review this past year. We have already started working in most all of these areas.

∙ Curriculum/Program:

**Actions:**

o The department has been actively revising our MCJ programs and curriculum for several years. During this past academic year (2018/2019), the department

revised all of its program option areas. In addition, the department proposed 16 new courses. The department also revised 16 of its existing courses and created a new list of LAS courses that MCJ students are recommended to take. Most all

of these changes have already been approved. These changes are a result of exit surveys that indicated students wanted more major course options. In addition, these changes will better prepare our students in their major areas and help

them to succeed in their future careers. The department will continue to rely on assessment activities and re-evaluate curriculum and program requirements.

Due to these curriculum/program changes, the department will re-examine its

SOAP and revise where needed to ensure effective and accurate learning

outcome goals.

∙ Revisions to SOAP.

∙ **Actions:**

∙ Continue to ensure that proper learning outcomes were listed on all

MCJ syllabi

∙ Revised and continue to revise learning outcomes in all MCJ courses due

to curriculum changes and revisions.

∙ Started the discussion on including Critical Thinking and Career Ready

learning outcomes into the SOAP and curriculum framework.

∙ Assessment

**Actions:**

∙ Will continue to examine ways to include “critical thinking” into our SOAP

and assessment.

∙ Examined and revised curriculum based on assessment.

∙ Continue to work with all faculty to develop and revise rubrics to ensure they were effectively assessing proper learning outcomes.

∙ Individual training with MCJ faculty to educate them on assessment, learning outcomes and rubrics.

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∙ Continue assessing learning outcomes and make needed changes accordingly.

∙ Continue conducting exit surveys to get feedback from MCJ students ∙ Continue efforts to reach alumni through social media and other outreach activities.

∙ Outreach:

**Actions:**

o The department is increasing its outreach and recruitment efforts. The department developed and implemented MCJ Ambassadors (MCJ students) a number of years ago to help with outreach and recruitment by visiting local high schools. This program is being re-evaluated and revised.

o The department is increasing its outreach efforts through social media to reach prospective students.

o Flyers and other promotional materials were created and are now being used at Preview days, collaborating events at Community Colleges, recruitment days at local high school, Dog Days and other recruitment venues.

∙ Development:

**Actions**:

o The department continues to work closely with CAH development and explore areas to increase financial support in order to have updated equipment and software to better prepare our students for their careers.

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**APPENDIX**

**RUBRICS**

**MCJ 124 Rubric**

**1. Conversational Writing**

10-8 points: The script is exceptionally written in an active tense with no official jargon. Any broadcast station would be eager to air the work as written.

7-6 points: The script needs tweaking to make it air-worthy. Past tense or official jargon can be easily changed.

5-0 points: The script needs a major or total re-write to replace past tense and official jargon. It is ‘old school’ un-conversational writing. It would need to be written again in its entirety to get it on the air.

**2. Broadcast Formatting**

10-8 points: The script follows all precise formatting with no or few minor errors/exclusions. It is organized in the proper way for a news anchor, producer and director at any broadcast station to follow as-is.

7-6 points: The script is missing some important formatting cues.

5-0 points: The script is missing all or nearly all formatting cues that are necessary for a proper broadcast script.

**3. Factually Correct**

10-8 points: The script has all the Who, What, When, Where, Why, and Why Care information needed to make it a factual story that any broadcast station would be eager to air the work as written. 7-6 points: A fact is slightly incorrect or omitted and easily editable or added to an otherwise well written and concise story.

5-0 points: Necessary facts are either missing or presented in an ineffective manner that requires a major re-write. It would need to be written again in its entirety to get it on the air. **4. Grammar/Typos**

10-8 points: The English language is used properly with correct tense of verbs, subject/action match. Proper punctuation is used and there are no (or only one) misspellings or other incorrect typos. 7-6 points: A slight mistake in grammar or punctuation that is easily corrected in an otherwise well - written script.

5-0 points: The script is rife with errors in grammar, punctuation or spelling. It could not be aired because it is incomplete or confusing. It would need to be written again in its entirety to get it on the air.

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**MCJ 128 Rubric**

**1. Conversational Writing**

10-8 points: The script is exceptionally written in an active tense with no official jargon. Any broadcast station would be eager to air the work as written.

7-6 points: The script needs tweaking to make it air-worthy. Past tense or official jargon can be easily changed.

5-0 points: The script needs a major or total re-write to replace past tense and official jargon. It is ‘old school’ un-conversational writing. It would need to be written again in its entirety to get it on the air. **2. Broadcast Formatting**

10-8 points: The script follows all precise formatting with no or few minor errors/exclusions. It is organized in the proper way for a news anchor, producer and director at any broadcast station to follow as-is.

7-6 points: The script is missing some important formatting cues.

5-0 points: The script is missing all or nearly all formatting cues that are necessary for a proper broadcast script.

**3. Factually Correct**

10-8 points: The script has all the Who, What, When, Where, Why, and Why Care information needed to make it a factual story that any broadcast station would be eager to air the work as written. 7-6 points: A fact is slightly incorrect or omitted and easily editable or added to an otherwise well written and concise story.

5-0 points: Necessary facts are either missing or presented in an ineffective manner that requires a major re-write. It would need to be written again in its entirety to get it on the air. **4. Grammar/Typos**

10-8 points: The English language is used properly with correct tense of verbs, subject/action match. Proper punctuation is used and there are no (or only one) misspellings or other incorrect typos. 7-6 points: A slight mistake in grammar or punctuation that is easily corrected in an otherwise well - written script.

5-0 points: The script is rife with errors in grammar, punctuation or spelling. It could not be aired because it is incomplete or confusing. It would need to be written again in its entirety to get it on the air.

**5. Matches Video**

10-8 points: The words in the script match and closely describe the video. The script either precisely describes the video or the video precisely exemplifies the words in the script.

7-6 points: Either the script needs to be slightly altered to match the video or a quick easy edit needs to be made to bring the two into unison.

5-0 points: The video and script do not match at all. Either the video is ‘wallpaper’ and generic or the timing of the edits is off. A complete re-write or re-edit is required to make the script worthy to make air.

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**MCJ 30 Rubric**

***A. Excellent B. Competent C. Underdeveloped* PRE-PRODUCTION –**

◻ THE STORYBOARD is complete with strong attention to

composition such as shot types and angles, transitions, and

camera movement. Stayed

within the 10 - 12 shot limit.

◻ LOGLINE is evocative and captures the essence of the story;

expresses a sense of irony in one sentence.

◻ TREATMENT is concise yet thorough and meets all

requirements.

**CONCEPTUAL ELEMENTS -**

◻ THE STORY effectively achieves the goals of the three-act

structure and has a solid set-up, conflict, and resolution with a real sense of development over time.

◻ CHARACTER

DEVELOPMENT is strong as

designed through the

mise-en-scène, cutaway

shots, and reaction shots.

**FORMAL ELEMENTS –**

◻ COMPOSITION is strong

throughout the sequence,

utilizing the rule of thirds,

headroom, lead room, and

other compositional elements ◻ SEQUENCING is strong and adheres to continuity editing

such as the 180º rule, 30º rule, matched action, and effective transitioning.

◻ CAMERAWORK uses

cinematography in a

◻ The storyboard is fairly clear and detailed, but it seems rushed or is missing some information. Missed opportunities for transitions

and/or meaningful shots and

angles. Did not meet the 10 – 12 shot requirement.

◻ The logline could be more evocative, and/or it did not fully capture the essence of the story. Lacked a

sense of irony.

◻ The treatment is missing some elements, but does a fair job of communicating the story.

◻ The story achieves some goals of the three-act structure, though the set-up could be clearer, the conflict could be stronger, and/or the

resolution could be better

developed.

◻ The character/s could benefit from more depth and development. The mise-en-scène was not carefully considered and/or the cutaway and reaction shots do not disclose

additional information about the character.

◻ COMPOSITION could benefit from better utilization of rule of

thirds, headroom, lead room,

leading lines, etc.

◻ SEQUENCING is weak in some places and/or did not adhere to continuity editing.

◻ Camerawork includes shaky and/or out-of-focus shots.

◻ The storyboard is incomplete or very lacking in detail. Many missed

opportunities for a fully cinematic visualization including meaningful transitions, shots and angles.

◻ The logline did not capture the essence of the story and did not include

irony.

◻ The treatment is missing many elements, and does not

communicate the essence of the

story.

◻ The story lacks many elements of the three-act structure, with little

attention to the set-up, conflict,

and/or resolution.

◻ The character/s lack depth and development.

◻ Composition is weak in many places. Seems that little attention was

given to the compositional elements as discussed in class.

◻ Sequencing is not well considered or executed. Frequent errors in

continuity, location, action, or

screen direction.

◻ Camerawork is extremely poor and it seems that little attention was given to proper focus and steady shots.

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motivated and meaningful

way

◻ PRODUCTION DESIGN The mise en-scène is well developed

and serves the story. Strong

use of location, costuming,

props. Each shot appeared to be designed with intention

and purpose.

◻ SEQUENCE did not rely on signs, text, or overacting. The sound was not missed.

**TECHNICAL ELEMENTS -**

◻ WHITE BALANCE is correctly executed; all shots are properly balanced for indoor/outdoor lt

◻ EXPOSURE is appropriate and well-executed; shadows

and highlights generally

retain detail and there is

little use of gain

◻ FOCUS throughout video is appropriate & properly

executed; any out of focus

shots are motivated by

content/style

**MCJ 116 Rubric**

◻ Attention to the production design is apparent, but some choices

seem arbitrary or do not serve

the story.

◻ There was some reliance on signs, text, and/or overacting.

◻ Most shots are properly white balanced, but some display

distorted colors.

◻ Exposure is uneven or there are a few shots that are not properly exposed.

◻ Most shots are properly focused, but some use of auto-focus or out of focus shots are unmotivated

◻ Very little attention to production design. Mise-en-scène does little to add to the story.

◻ Too much reliance on signs, text, and/or overacting.

◻ Little attention to white balance; widespread errors in color balance (bluish/reddish)

◻ Little attention to manual exposure; reliance on auto-iris or many shots are overexposed, underexposed, or excessively grainy

◻ Many shots use auto-focus or are out of focus without motivation

Requirements Points Comments

Critical Analysis of the visual production elements (proper lighting, sharp focus, steady camerawork)

Critical Analysis of the audio production elements (crisp, cleanly recorded sound)

Post production shows attention to detail: shots flow well into each other, audio levels are even, and story is developed through the juxtaposition of cuts

Analytical Assessment of the story (strong characters, clear story development, recognizable

/20

/20 /20

/25

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conflict and tension that motivates

viewer to continue watching)

Analytical Assessment of the

/20

production elements (smart

composition and shot selection,

creative sound design, motivated

camera movement)

Creativity (Uniqueness of story

/25

and how it was told)

Leadership, collaboration &

/20

support within the production

**MCJ 131S Multimedia Story Rubric**

Points = 275

**Basic Requirements**

**Comments**

1. □ Written component.

2. □ . Multimedia component. Type:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. □ Minimum 3 photos. Number photos = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Story and Impact**

4. □ SLO 3.1 Create media content that addresses a communication goal □ Story Angle is relevant to Website and to section.

□ Sources are suitable and effective.

5. □ Story impact.

□ Emotionally engaging.

□ Maintains user’s interest

□ Useful to users.

6. □ SLO 2.1 Demonstrate correct grammar, spelling and punctuation in written materials

7. □ SLO 2.2 Write clearly and concisely in the appropriate media style 8. □ SLO 2.3 Develop written content that is appropriate for specific audiences

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**Multimedia**

9. □ Photos technical quality: SLO 3.2 Prepare professional quality communication materials

□ Exposure is appropriate for subject matter of each photo.

□ Lighting and shadows enhance 3 dimensionality and mood.

□ Primary subject matter in photos is in focus.

□ Color balance looks natural for the setting.

□ Image is optimized with minimal degradation.

10. □ Photos: Storytelling, SLO 3.2 Prepare professional quality communication materials

□ Illustrates key details of story.

□ Relevant to the story.

□ Integrated into story.

□ Adds value to main story.

11. □ Multimedia Component

□ Relevant to the main story.

□ Integrated into main story.

□ Adds value to main story.

12. □ Multimedia: Video and Audio technical quality, SLO 3.2 Prepare professional quality communication materials

□ Video is properly exposed, color balanced, focused and steady. □ Audio is clear, clean, levels are balanced, and volume is appropriate. □ Edits are clean; transitions are smooth.

□ Compressed with minimal degradation.

13. □ Multimedia: Visual quality, SLO 3.2 Prepare professional quality communication materials

□ Variety of angles and composition.

□ Movement is motivated.

□ Framing draws eye to subject.

14. □ Multimedia: Video and Audio storytelling

□ Beginning establishes setting, characters, subject.

□ Body provides details of story.

□ Builds to a clear ending.

12. □ Multimedia: Slide shows, infographics and maps technical quality, SLO 3.2 Prepare professional quality communication materials

□ Optimized with minimal degradation.

□ Visual components are clear and sharp.

□ Colors are appropriate to subject.

□ Interactive elements function properly.

□ Understandable to users.

13. □ Multimedia: Slide shows, infographics and maps storytelling, SLO 3.2 Prepare professional quality communication materials

□ Effective method for presenting the information.

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□ Conveys story information in a manner appropriate to the method.

□ Communicates effectively.

**MCJ 191 Rubric**

1 = Did not improve at all 2 = Slight improvement 3 = Good improvement 4 = Much improvement **Learning Objectives 1 2 3 4**

**1.** Student Learning Outcome 2.1:

Demonstrate correct grammar, spelling

and punctuation in written materials.

**2.** Student Learning Outcome 2.2: Write

clearly and concisely in the appropriate

media style.

**3.** Student Learning Outcome 2.3: Develop

written content that is appropriate for

specific audiences.

**4.** Student Learning Outcome 3.1: Create

media content that addresses a

communication goal.

**5.** Student Learning Outcome 3.2: Prepare

professional quality communication

materials targeted at a specific audience.

**WASC Core Competencies 1 Not**

**acceptable**

Written Communication

Skills

Oral Communication Skills (ability

to inform, persuade or express

oneself verbally)

Information Literacy (ability to

apply core knowledge from within

the field of study)

**2**

**Needs**

**improvement**

**3**

**Fair**

**4**

**Good**

**5**

**Excellent**

**N/A**

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Critical Thinking (ability to think clear, reflective, and

open-minded when making a decision)

Initiative (attitude required to take action)

Leadership skills (ability to guide or direct a group)

Teamwork (ability to work with others to accomplish a goal)

Decision Making Skills (ability to select a course of action among alternatives)

Self-confidence (realistic confidence in one’s own ability)

Time Management (ability to prioritize tasks in order to maximize efficiency)

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