

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 1.2: 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?

Several rubrics were (are) used to assess learning outcomes.

- a. The instructor in MCJ 5 (Basic Editing) used Pearson MyWritingLab diagnostic pre-test and post-test. Thirteen of the 14 students enrolled in the class completed both the pre-test and the post-test. The specific learning outcomes addressed by this rubric are 2.1, 2.2, and 2.3.
- b. The instructor of MCJ 172 uses a rubric to assess student understanding of the lectures and/or readings related to regulatory practices. This instrument asks students to think critically about the function and purpose of the Federal Communication Commission and explain what they are. The specific learning outcomes addressed by this rubric are 1.2 and 1.4.
- c. The professor of MCJ 175, an upper-division GE course, requires students to write a media analysis and then uses 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 1.1, 1.2 and 1.3.
- d. Students in MCJ164 complete 3 different writing assignments that culminate into the final written research project. Students are expected to satisfactorily explain and apply media theories, demonstrate correct use of grammar, spelling, etc. and to develop the written

assignment that is appropriate for specific audiences. The professor uses self-developed rubrics that assess the following learning outcomes: 1.3, 2.1, 2.2

- e. MCJ118S is a culminating experience for students and their work in this class is not only evaluated by the instructor but also by professionals in the industry. Professionals are given a rubric that assesses the quality of the media content created by the students for a specific communication goal and audience. Specific learning outcomes assessed with this rubric include 3.1 and 3.2.
- f. The instructor in MCJ 128, broadcast reporting and production, routinely uses a rubric to assess several learning outcomes such as a) demonstrating correct grammar, spelling and punctuation in written materials, b) writing clearly and concisely in the appropriate broadcast style, c) develop written content that is appropriate for specific audiences, d) prepare professional quality communication materials targeted at a specific audience, and e) demonstrate news judgment in deciding which stories should be covered in a newscast (2.1, 2.2, 2.3, 3.2).
- g. The DQE is the MCJ department's entrance exam. Students are required to pass this exam prior to enrolling in any MCJ major courses above MCJ1. This exam assesses grammar, spelling and punctuation. The specific learning outcomes addressed by this direct measure include: 2.1 and 2.2.
- h. MCJ 191 is the department's internship course. The coordinator of the MCJ internships (MCJ 191) developed a rubric that incorporates the university's WASC learning outcomes (written communication skills, oral communication skills, information literacy and critical thinking), as well as other key learning outcomes directly aligned with the MCJ program. At the completion of the student's internship, the professional supervisor evaluates their performance using this rubric. The specific learning outcomes addressed by this rubric are 2.1, 2.2, 2.3, 3.1, 3.2.
- i. Additional item: MCJ 173 took part in the WASC critical thinking signature assessment exercise in 2014-2015. The university-wide rubric is one that assesses critical analysis of argumentative writing. Three specific areas were evaluated by the rubric: assess (understanding the argument presented), analyze (understanding the evidence presented in the argument), and indicate (understanding possible shortcomings in the argument).

3. What did you discover from these data?

- a. MCJ 5 Basic Editing assessment by Pearson MyWritingLab (MWL): Demonstrate correct grammar, spelling and punctuation in written materials. Results from the spring 2015 assessment found that overall students' median grammar, spelling and punctuation skills improved slightly, but their average scores declined: 36% improved slightly; 14% showed no change; and 50% declined slightly. By comparison, results of the MWL assessment of students enrolled in the MCJ5 Basic Editing in Spring 2014 found that students' median grammar, spelling and punctuation skills declined slightly, but their average scores improved slightly: 54% improved slightly; 15% showed no change; and 30% declined.

- b. Assessment of the learning outcomes for MCJ 172 revealed that the student skill level and understanding varies from poor to exceptional when executing writing assignments. Students who form study groups and participate in group discussions score higher on exams than students who do not participate in group discussions.
- c. A direct measure was used to assess the learning outcomes in MCJ 175. Students in this course complete a five page paper, analyzing a particular stereotype within the media and its possible effects on audiences. The assessment of this final assignment showed that the mean score was 62 (Excellent/Very good). Most of the class did very well evaluating the media's role in society by clearly explaining how the stereotypes reflected myriad factors and how they impact society. Fifteen percent of the students scored in the "good/satisfactory" level, while only 12% scored below satisfactory. Although students did well on this assignment, upon further review of the assessment outcomes, it is apparent that students did fairly well at demonstrating a clear understanding of how the stereotypes impact audiences; however, they did not clearly demonstrate how these stereotypes refer to relevant theories. The rubric should be revised to more clearly assess the learning outcomes.
- d. A direct measure was used to assess learning outcomes in MCJ 164. Students complete a series of papers that culminate into the final written research project. The direct measure assesses students' ability to satisfactorily explain and apply media theories, properly structure the research paper and demonstrate correct use of grammar, punctuation and spelling. The results from the spring 2015 assessment revealed the following:
Appropriately explained and applied media theories: 7% excellent, 68% good, 73% fair, 2% unsatisfactory
Mechanics/Grammar, punctuation and spelling: 6% excellent, 35% good, 52% fair, 7% unsatisfactory
- e. The instructor in MCJ 118 routinely uses a rubric to assess several learning outcomes, such as properly prepared media documents (scripts, reports, etc.) and producing a project that meets the client's communication objective. Based on the clients' responses, 14 of the students received 30 points (100%); 6 students received 29 points (97%); and 5 received 20 points (66%).
- f. A direct measure is used in MCJ128 to assess the learning outcomes of the course. The following results are from the rubric scores for the spring 2015 semester:
1. Learning outcome 2.1 - 83% of the students received excellent scores; 0% of the students received good scores; 17% of the students received fair scores
 2. Learning outcome 2.2 - 17% of the students received excellent scores; 67% of the students received good scores; and 16% of the students received fair scores
 3. Learning outcome 2.3 - 17% of the students received excellent scores; 67% of the students received good scores; 16% of the students received fair scores.
 4. Learning outcome 3.2 - 0% of the students received excellent scores; 67% of the students received good scores; and 33% of the students received fair scores.
 5. Learning outcome E - 100% of the students received excellent scores.

g. The Departmental Qualification Exam (DQE) tests fundamentals of grammar, word usage, punctuation and spelling. Students must pass the DQE before enrolling in any of the department's writing or editing courses — including MCJ 10 and MCJ 102W. In 2015, 75 students took the DQE. Of these students, 60 passed and 15 failed. These results showed that a majority of the students understood and could correctly identify the fundamentals of grammar, word usage, punctuation and spelling.

h. Results of the assessment of students enrolled in MCJ191 (internships) found that overall their writing skills, oral communication skills, information literacy and critical thinking skills improved in the course of their placement. The results from spring 2015 found the following:

Written Communication skills: 20% showed no change, 50% showed moderate improvement and 30% showed significant improvement after completing their internship.

Oral Communication skills: 25% showed no change, 45% showed moderate improvement and 30% showed significant improvement after completing their internship.

Information Literacy (ability to apply core knowledge from within field of study): 25% showed no change, 50% showed moderate improvement and 25% showed significant improvement after completing their internship.

Critical Thinking skills: 25% showed no change, 45% showed moderate improvement and 30% showed significant improvement after completing their internship.

i. Thirty-four (34) students in MCJ 173 took part of the university-wide Critical Thinking Signature Assessment exercise in spring 2015. The results of this assessment exercise were as follows:
Assess (comprehension of the article presented for students to read): 20 students were satisfactory or higher – 59% proficiency

Analyze (understanding of the evidence presented in the argument to support its main thesis): 9 students were satisfactory or higher - 26% proficiency

Indicate (understanding of the article's argumentative and evidentiary strengths and weaknesses): 3 students were satisfactory or higher - 9% proficiency

The Critical Thinking Signature Assessment Exercise results suggest that the department has room for growth in the reading comprehension and critical thinking areas.

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

Overall: Although the department has been actively engaged in assessing learning outcomes, there is always room for improvement.

One major change that we will be doing is to re-evaluating all rubrics that are being used in all courses in order to make sure that they are accurately and effectively measuring the learning outcomes listed in our SOAP.

In addition to re-evaluating our rubrics, the MCJ department has already begun some changes. Specifically, the department has made revisions on our SOAP and the learning outcomes for each class. One area of concentration that the department will be focusing on is "writing." To evaluate writing curriculum and learning outcomes, the department will be implementing pre/post tests. These pre/post tests will begin in fall 2015 and will be used to evaluate learning

goal 2 (2.1, 2.2 and 2.3)—writing—in all of our preliminary writing courses (MCJ 5, 10 and 102W). These pre-post tests will ultimately help us to recognize areas in which we need to strengthen in the classroom due to the apparent need to strengthen our students' writing skills. In addition to the pre/post testing, the department will also be re-examining MCJ 5's role in strengthening writing skills.

Finally, a couple of faculty in the department are currently starting a new research study with professionals in the industry to determine 1) if our students are adequately prepared, and 2) what skills professionals believe are crucial for new journalists to have before entering the professional workforce. The results of this research study will be used to help strengthen our department by enabling us to critically look at our learning outcomes and our curriculum.

Critical Thinking: The department's current SOAP does not include a critical thinking component, and as a result of our recent findings we are exploring the possibility of adding a specific critical thinking outcome that will be evaluated in future reports. In addition, the longitudinal study we are undertaking in the department's core writing courses should provide background data as to how students are developing as both readers and writers.

Internship: From these data, we are pleased that we included the WASC learning outcomes as part of the assessment. However, we will continue to evaluate the effectiveness of this rubric to ensure we are accurately ascertaining the students' proficiency in the learning outcomes.

SAMPLE RUBRICS

MCJ 175

Learning Outcomes Assessed:

1.2 To evaluate the mass media & related industries’ role in society.

1.3 To explain media theories.

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

Assignment: Five page 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
Thorough summary of the popular media stereotype				
Explanation of the impacts on society				
Refers to relevant theories				
Use of 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

MCJ 175 WRITING ASSESSMENT

Learning Outcomes Assessed: 2.1 Demonstrate correct grammar, punctuation, spelling in written materials.

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

Assignment: Self-Reflective paper examining a media stereotype that has had an impact on their personal lives.

Assessment: Writing quality

	Grammar	Spelling	Sentence Structure & Transitions	Citation of Sources	Follows APA format	Overall Writing Quality
Excellent						
Good						
Satisfactory						
Needs MUCH improvement						
Unacceptable						

Rating Scale:

Excellent = 5; Good = 4; Satisfactory = 3; Needs much improvement = 2; Unacceptable = 1

TOTAL SCORE:

30-24 = Excellent/Very good

23-18 = Good/Satisfactory

Below 18 = Needs much improvement/Unacceptable

**MCJ 118 Corporate Video
Student Evaluation Form**

Please complete a separate form for each member of the student production team.

Student's Name: _____ Date: _____

Evaluator's Organization: _____

Please rate the following items on a scale of 1-5 (1 is low and 5 is high) Comments are optional.

1. Overall, how well did the student perform their responsibilities in the production of the video?

1	2	3	4	5	Unknown
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Comments

2. In terms of academic training, how well prepared did the student seem to be?

1	2	3	4	5	Unknown
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Comments

3. How punctual was the student in reporting for meetings and production shoots you were involved in?

1	2	3	4	5	Unknown
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Comments

4. How well did the student interact with you, your staff, and clients?

1	2	3	4	5	Unknown
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Comments

5. What level of professional conduct did the student exhibit?

1	2	3	4	5	Unknown
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Comments

6. How well did the student solve problems?

1	2	3	4	5	Unknown
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Comments

7. What did you observe to be the professional strengths of the student?

8. What did you observe to be the professional weaknesses of the student?

9. Any general comments?

Name and title of Evaluator _____

Date _____

MCJ 164 Final Project Rubric

Student learning outcomes assessed:

- 1.3. Explain Media Theories
- 2.1: Demonstrate correct grammar, spelling and punctuation in written materials.
- 2.2: Write clearly and concisely in the appropriate media style.

INTRODUCTION

*Does it include a thorough introduction of the topic, problem and/or issue?
Is the research purpose clearly identified?*

Excellent	Good	Fair	Unsatisfactory
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LITERATURE REVIEW

*Are appropriate media theories explained and applied?
Is the summary of literature appropriate and from reputable scholarly sources?*

Excellent	Good	Fair	Unsatisfactory
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RESEARCH

Are proper methods and procedures summarized and applied?

Excellent	Good	Fair	Unsatisfactory
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MECHANICS

Is the writing clear, concise and absent of grammatical, punctuation and spelling errors?

Excellent	Good	Fair	Unsatisfactory
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ORGANIZATION

*Does the paper follow APA format?
Is the paper structured properly (intro, lit review, methods, results, discussion)?*

Excellent	Good	Fair	Unsatisfactory
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