

CHICO STATE UNIVERSITY
ASSESSMENT SUMMARY UPDATE

PROGRAM: BA in Communication Design

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
Fa16-Sp17	"Evaluate and apply the principle theories of mediated communications."	<p>For assessment purposes, 3 exams in one section of MADT 303 were collected (21 students) for Fall 2016.</p> <p>Student performance was evaluated across 3 exams, covering the following topics: Exam 1: formal analysis, narrative criticism, semiotic criticism Exam 2: ideological criticism, cultural studies Exam 3: audience reception studies, media industry analysis, feminist criticism</p> <p>For spring 2017, data from 8 quizzes and 4 exams was collected in MADT 303 (one section of 21 students).</p> <p>Each quiz consists of 10 multiple choice/True-False questions. Quiz 1: formal analysis Quiz 2: narrative/genre criticism Quiz 3: semiotic criticism</p>	<p>MADT 303 was redesigned in 2016-2017 as part of Academy eLearning. Part of the redesign included changes to the exams. Originally distributed among three total exams, the course content is now distributed among 8 quizzes (true/false and multiple-choice questions) and 4 short-answer exams. As the data shows, this change has been successful for two main reasons: 1. It allows the instructor to evaluate students' critical thinking skills thanks to the short-answer questions; 2. It distributes the course content among a higher number of assignments, so students are allowed to digest the material more systematically and consistently. In Fall 2016 (using the original 3 exam format), 33.3% of students received a grade lower than C- (the passing grade for the class) in the exam portion of the course. In Spring 2017 (experimenting with the 8 quiz/4 exam format), the percentage of students</p>	<p>MADT 303 The department plans to continue monitoring student performance in quizzes and exams to determine the validity of the course redesign towards student success.</p> <p>The department also plans to include additional option-specific courses for the assessment of this learning outcome, beyond the core classes, to determine student familiarity to theories of mediated communication in relation to more specific fields (media production, media criticism, and graphic design).</p>

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		<p>Quiz 4: ideological criticism Quiz 5: cultural studies Quiz 6: audience reception studies Quiz 7: media industry analysis Quiz 8: feminist criticism</p> <p>Each exam consists of 4 short-answer questions, in which students are asked to apply the critical approaches learned in class to specific media texts, hence facilitating critical thinking, beyond the understanding of major definitions: Exam 1: The process of academic writing/formal analysis Exam 2: narrative/genre criticism and semiotic criticism Exam 3: ideological criticism, cultural studies Exam 4: audience reception studies, media industry analysis, feminist criticism</p> <p>Three exams were also collected in MADT 307 (72 students) for Fall 2016.</p> <p>The exams consists of multiple choice and true/false questions. Each exam covers the following topics:</p>	<p>receiving a grade below C- lowered to 14.2% in the quizzes and 4.7% in the exams.</p> <p>MADT 307 43/72 (60%) students show consistent improvement between exam 1, exam 2, and final exam (non-highlighted grades)</p> <p>27/72 (37.5%) students did not show improvement between exam 1 and exam 2, but show an overall improvement when exam 1 is compared to the final exam (grades highlighted in yellow).</p> <p>2/72 (2.5%) students did not show improvement between exam 1 and final exam (grades highlighted in orange).</p> <p>Overall, assessment reveals that the great majority of students in CDES 307 show consistent improvement as the semester progresses, and as they acquire more knowledge about the various topics of technology and communication.</p> <p>Assessment is supported also by the overall average of grades in each exam: 72.03% (exam 1), 73.17% (exam 2), 84.34% (final exam).</p>	

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		<p>Exam 1: THEORY (Information Society, Technology Ecosystem, Diffusion of Innovations, Critical Mass, Product Lifecycle Theory, Theory of Planned Behavior, Technology Acceptance Model, Social Information Processing, The Long Tail, Principle of Relative Constancy, Uses and Gratifications, Media System Dependency Theory, Information Richness, Social Learning Theory/Social Cognitive Theory)</p> <p>Exam 2: Radio and Digital Audio, Digital Signage, Cinema Technologies, Personal Computers the Internet of Things, e-Books, Automotive Telematics, Home Video, Video Games</p> <p>Final Exam: E-Health, Digital Photography, Telephony, Internet/Broadband/Social Networking. The final exam also includes an essay question.</p>	<p>Lower initial grades in exam 1 are consistent with the general lack of familiarity students have with an instructor's exam format and language at the beginning of a semester, and perhaps also with the content of exam 1, which focuses on technology theory (as discussed on page 5.</p>	
	<p>"Demonstrate current design practices."</p>	<p>A design project from CDES 314 Rich Internet Media</p>	<p>"Uniqueness of Design" and "Reflects client brand" are the</p>	<p>The MADT Department plans to continue assessing technical, design, and production</p>

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		<p>Design was considered for the assessment of this outcome (Animated Ad on a Web Page).</p> <p>The rubric utilized for evaluation includes the following categories: Uniqueness of design, reflects client brand, contains appropriate user interaction features, contains appropriate attention features.</p>	<p>categories were students have received evaluations that span across the entire rubric. In both categories, the majority of students was evaluated as either good or excellent (Uniqueness of Design: 81% total; Reflects client brand: 81% total). Students performing adequately amount to 13%, while students performing poorly or inadequately amount to 6% in each both categories.</p> <p>“Contains appropriate user interaction features” and “Contains appropriate attention features” present a different scenario, based on the nature of the categories themselves: in both cases the requirement is to “contain” specific features, so generally speaking, student projects either contain them or not. For this reason, the evaluation of these categories are more “black and white,” so to speak. As far as “Contains appropriate user interaction features,” 90% of students successfully met the requirement, while 10% failed to include such features. As far as “Contains appropriate attention features,” the category refers specifically to animation features, which must present appropriate loop timing</p>	<p>skills to ensure students meet professional standards expected upon graduation.</p>

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			<p>(5 seconds). In this case, 68% of the students included animation loop features properly timed, 29% of the students included animation loop that was either too fast or too slow, and the remaining 3% failed to include animation loop.</p>	
Fa15-Sp16	<p>“Demonstrate academic and industry specific writing proficiency”</p>	<p>MADT continued assessing writing proficiency (SLO2a), through the use of a new rubric, which allows for the evaluation of specific areas of the writing process. The course considered for the assessment of SLO2a “Demonstrate academic and industry specific writing proficiency” is CDES 303 Communication Criticism, the department writing proficiency course. For assessment purposes, assignments in one section of CDES 303 were collected (20 students). Student performance was evaluated across 14 categories (please refer to the rubric in the following pages) and across three papers (first draft, second draft, and final paper) to determine patterns in learning and/or struggles with it.</p>	<p>The data show consistent improvement from draft 1 to the final paper in all categories of the writing rubric. The following categories show a more significant improvement:</p> <p><i>Citation style: 2.4/5 points difference from draft 1 to final paper</i></p> <p>The significant improvement in formatting and citation style seems to be justified by the initial unfamiliarity students have with properly citing sources in the bibliography. This category is evaluated the lowest in the first draft, and students are given feedback about the importance of proper citations. Students are also offered multiple resources that can help with formatting bibliographies; therefore by the final paper they usually take advantage of easily available online sources that can help them formatting their sources. Throughout the semester, students are also instructed on how proper</p>	<p>Methodology and the use of smooth transitions are two areas of the paper that currently do not have dedicated and separate lectures. While methodologies for the analysis of media texts are the focus of the course, students seem to find it hard to clearly apply such methods to their writing. The instructor plans to add a specific lecture on “writing a methodology section” in addition to providing theoretical tools for the analysis of media texts. The same is valid for writing proper transitions between different sections of the paper. The instructor is redesigning the course (as part of AeL cohort 8) to focus more explicitly on the academic writing process. Data is currently being collected and will be shared in next year’s report.</p>

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			<p>formatting is a requirement in academic writing.</p> <p>The following categories show less significant improvement:</p> <p><i>Spelling: 0.25/5 points difference from draft 1 to final paper</i></p> <p>The low improvement in spelling seems to be justified by the students' good initial evaluations on spelling in the first draft, which leaves little room for improvement.</p> <p><i>Methodology: 0.25/5 points difference from draft 1 to final paper</i></p> <p><i>Transitions: 0.25/5 points difference from draft 1 to final paper</i></p>	
	<p>"Understand and evaluate both the local and global ethics of mediated communication."</p>	<p>To assess this SLO, CDES 351 Global Media and Convergence was considered. For assessment purposes, data was collected about the digital story assignment (23 students). Students were asked to create a digital story and recount a personal anecdote about their first or most significant experience with foreign media.</p>	<p>Data shows that 96% of the students are either efficient or proficient in discussing foreign media and in providing specific examples of foreign media texts, while 87% of the students are either efficient or proficient in pointing out relations between their experience with foreign media and theories of global media discussed in class. All students are at least adequate in all three categories.</p>	<p>While assessment in CDES 351 reveal that the majority of students are effective in addressing global issues in relation to media, the MADT department plans to increase the number of courses that address this SLO, and to make more explicit references to global/local dynamics in the courses that currently address the SLO.</p>

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		<p>Student performance was considered in the "CONTENT" area of the rubric utilized to evaluate the student projects. The CONTENT area included the following specific objectives:</p> <ul style="list-style-type: none"> - The digital story should highlight relations to global media theories discussed in class - The digital story should discussion specific foreign media (historical aspects, industrial elements, etc.) - The digital story should make use of specific examples from foreign film/TV texts. 		
Fa14-Sp15	To write and think critically	Continued to focus on two upper division courses (303 and 307) for data gathering (rubric evaluated embedded assignments) to assess student achievement related to SLOs.	<p>CDES 303 students show a consistent improvement in the final paper, as the first two drafts are designed to receive feedback from the instructor and the students have a chance to build on their earlier drafts with the help of the instructor's comments. This organization of written assignment seems to be a successful one.</p> <p>In CDES 307, students also show a consistent improvement among the three drafts.</p> <p>However, since no competency-specific rubric was used to</p>	The CDES department proposed to develop a new writing rubric to assess "competencies" as opposed to specific grades/sections of the papers. The new writing rubric is attached as an appendix to this report. Next year's assessment will measure students' performance in 5 different categories: Organization, Content, Research, Grammar, Bibliography & Citation Style. CDES will also be able to collect data about each sub category's sections (see rubric). This change allows to more systematically assessing students' performance in a variety of writing categories. This is of particular importance considering that CAB has approved CDES 303 to become a substitute for GE Writing Intensive courses (in addition to being CDES

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			determine in which areas the students might fail or succeed more frequently, it was hard to draw definite conclusions.	Wiring Proficiency course), starting Fall 2015.
	To recognize the principal theories and practices of mediated communications.	Continued to focus on two upper division courses (303 and 307) for data gathering (rubric evaluated embedded assignments) to assess student achievement related to SLOs.	<p>Overall, students appear to have some degree of difficulty in learning theories of media and communication studies, but in the end the great majority of students receive an average grade of 70% or more across all exams.</p> <p>In CDES 303, student achievement related to theory-based knowledge seem to depend greatly on the methodologies covered (Ideological Criticism proves to be slightly more challenging).</p> <p>CDES 303 (Fall 2014 and Spring 2015) While exams 1 and 3 are more consistent in their median results, students seem to struggle more in Exam 2 (Ideology and Cultural Studies). Overall, in Fall 2014 approximately 90% of the students achieved an average performance (among the three exams) of 70% and higher. In Spring 2015 that percentage lowered to approximately 71%.</p> <p>CDES 307 For Spring 2015 two different</p>	<p>The 303 instructor continues to more tightly integrate theory learning from lecture section into the writing activities given in the activity sections.</p> <p>In CDES 307, more in-class time is now being spent on applying theory to real-world situations through the use of small group activities, etc. To help improve student test performance, the previous two exams were divided up into 10 smaller quizzes that assess the same knowledge and skill.</p>

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			<p>exams were considered to assess students' ability to "recognize the principal theories and practices of mediated communications," the midterm exam and the final exam.</p> <p>Overall, in Fall 2014 approximately 78% of the students achieved an average performance (among the three exams) of 70% and higher.</p> <p>Overall, in Spring 2015 approximately 83% of the students achieved an average performance (among the two exams) of 70% and higher.</p>	
Fa13-Sp14	To write and think critically	Continued to focus on two upper division courses (303 and 307) for data gathering (rubric evaluated embedded assignments) to assess student achievement related to SLOs.	<p>CDES 303 format was changed in 2013-14 and the 1-hour discussion section is now a 2-hour activity. The extra time was used in class to perform written exercises (both individually and in group activities).</p> <p>CDES 303 students show a consistent improvement in the final paper, as the first two drafts are designed to receive feedback from the instructor and the students have a chance to build on their earlier drafts with the help of the instructor's comments. This organization of written assignment seems to be a successful one.</p>	<p>CDES 303 new format (2-hour activity sections) has been confirmed as it's been proven successful for student learning outcomes. Instructors will continue use the 1-hour extra time to allow students time for critical discussion, written exercises, and peer reviewed evaluations.</p> <p>CDES 307, the instructor confirmed the restructured writing assignment (broken into several smaller deliverables that allowed students for better focus their effort). The instructor continued using a pre-grade program, where students were allowed to submit their papers early for feedback prior to the formal submission. This allowed students to improve their work prior to being graded.</p>

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			<p>In CDES 307, there were found to be discrepancies in writing proficiency in that too many students have been underperforming on their primary writing assignments (clearer evidence is needed for writing outcomes).</p>	<p>CDES 307 instructor added a civic engagement assignment that has proven to be successful.</p>
	<p>To recognize the principal theories and practices of mediated communications.</p>	<p>Continued to focus on two upper division courses (303 and 307) for data gathering (rubric evaluated embedded assignments) to assess student achievement related to SLOs.</p>	<p>Overall, students appear to have some degree of difficulty in learning theories of media and communication studies.</p> <p>303 format was changed in 2013-14 and the 1-hour discussion section is now a 2-hour activity. In addition to the writing exercises, the extra time was used in class to discuss critical issues and methodologies of media criticism in more depth.</p> <p>In CDES 303, student achievement related to theory-based knowledge seem to depend greatly on the methodologies covered (Psychoanalytic Criticism proves to consistently be the more challenging).</p> <p>In CDES 307, it was found that students were having a hard time with theory learning at the application level. There was also low student performance</p>	<p>The 303 instructor continues to more tightly integrate theory learning from lecture section into the writing activities given in the activity sections.</p> <p>In CDES 307, more in-class time is now being spent on applying theory to real-world situations through the use of small group activities, etc. To help improve student test performance, the previous two exams were divided up into 10 smaller quizzes that assess the same knowledge and skill.</p>

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			on theory-related exam questions.	
Fa12-Sp13	To write and think critically	Continued to focus on two upper division courses (303 and 307) for data gathering (rubric evaluated embedded assignments) to assess student achievement related to SLOs.	<p>There continues to be room for improvement related to student ability to think and write critically. In CDES 303, students did not seem to have enough in-class time for writing skill development.</p> <p>In CDES 307, there were found to be similar discrepancies in writing proficiency in that too many students have been underperforming on their primary writing assignments.</p>	<p>CDES 303 has been re-configured to allow for more student writing development. This includes a doubling of the time allotted to the activity sections from 1 hour to 2 hours.</p> <p>CDES 307, the instructor restructured the writing assignment, breaking it into several smaller deliverables that allowed students for better focus their effort. The instructor also instituted a pre-grade program, where students were allowed to submit their papers early for feedback prior to the formal submission. This allowed students to improve their work prior to being graded.</p>
	To recognize the principal theories and practices of mediated communications.	Continued to focus on two upper division courses (303 and 307) for data gathering (rubric evaluated embedded assignments) to assess student achievement related to SLOs.	<p>Overall, students achieved this SLO to a reasonable degree. In CDES 303, student achievement related to theory-based knowledge remained steady.</p> <p>In CDES 307, it was found that students were having a hard time with theory learning at the application level. There was also low student performance on theory-related exam questions.</p>	<p>The 303 instructor continues to more tightly integrate theory learning from lecture section into the writing activities given in the activity sections.</p> <p>In CDES 307, more in-class time is now being spent on applying theory to real-world situations through the use of small group activities, etc. To help improve student test performance, the previous two exams were divided up into 10 smaller quizzes that assess the same knowledge and skill.</p>