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## Academic Affairs Assessment of Student Learning

### Assessment Plan for Academic Years 2021-2022

#### IDENTIFYING INFORMATION:

College: Arts and Humanities

Department/Program: Department of Communication and Media Studies

Assessment Coordinator's Name: Dr. Ali Ziyati

Assessment Coordinator's Email Address: [aziyati@wvstateu.edu](mailto:aziyati@wvstateu.edu)

Academic Year: 2021 - 2023

#### Program Learning Outcomes (Please list)

1. *General Critical Analysis in media scholarship.*
2. *Interpret a variety of script format into professional quality digital media productions.*
3. *Apply legal and ethical principles to media projects.*

**College of Arts and Humanities**  
**Department of Communication and Media Studies**  
**-- Media Studies --**  
**Curriculum Map**

**PLOs and the courses that are formally assessed and levels being assessed.**

**Curriculum Map** (Please attach or paste here)

## Curriculum Map by PLOs and Levels

PLOs / Course Formally Assessed In	PLO 1	PLO 2	PLO 3	Level  K = Knowledge A = Application S = Synthesis
MS 500		X		A
MS 502	X			K
MS 503	X			K
MS 505	X			A
MS 510		X		K
MS 515	X		X	K
MS 541		X		A
MS 543		X		A
MS 548		X		A
MS 561	X		X	K
MS 565		X		S
MS 570	X			K
MS 600		X		A
MS 601	X			K
MS 635	X			K
MS 640		X		S
MS 645	X			K
MS 655	X			K
MS 695	X	X	X	S
MS 698/699	X	X	X	S
MS 591		X		K

1. **Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

*The Program assessed 1 and 3 learning outcomes for the Academic year of 2021-2022. These are:*

1. *General Critical Analysis in media scholarship.*
2. *Interpret a variety of script format into professional quality digital media productions.*
3. *Apply legal and ethical principles to media projects.*

2. **In which course(s) were assessments conducted?**

<i>MS 502</i>	=	<i>PLO 1</i>
<i>MS 515</i>	=	<i>PLO 3</i>
<i>MS 670</i>	=	<i>PLO 3</i>

3. **How did you assess the selected program learning outcomes?**

- *PLO 1 was assessed using MS 502 (Media Research and Writing) students' efforts to research and write a pre-literature review for their own topics. The pre-lit consists of an annotated bibliography of **fifteen (15) outside sources** (150 words for each descriptive account of the selected articles, books, websites, etc.) using APA style. The course used a rubric to assess students' research, use of APA to write sources, and writing of summaries.*
- *PLO 1 was also assessed in MS 515 (Public Relations Theory and Practice) students' efforts to research and write a pre-literature review for their own topics. The pre-lit consists of an annotated bibliography of **fifteen (15) outside sources** (150 words for each descriptive account of the selected articles, books, websites, etc.) related to public relations theories and specific practices using APA style. The course used a rubric to assess students' research, use of APA to write sources, and writing of summaries.*
- *PLO 3 was assessed in MS 670 (Media Laws and Ethics) students' Reaction Papers 4, which was essentially the midterm paper. According to the assignment, students had to apply an ethical theory to a current Covid issue, an assignment which largely required critical analysis skills. The course used a rubric to assess students' research, use of APA to write sources, and writing of summaries.*
- *PLO 3 was also assessed in MS 670 (Media Laws and Ethics). The assessment of the final papers was included to see the students' ability to incorporate a structural analysis and use their critical skills in applying theories to specific case studies.*

**4. How many students were included in the assessment(s) of each PLO in a course?**

<i>MS 502 (Graduate Research and Writing)</i>	<b>6</b>
<i>MS 515 (Public Relations Theory and Practice)</i>	<b>6</b>
<i>MS 670 (Media Laws and Ethics)</i>	

**5. How were students selected to participate in the assessment of each outcomes?**

*All students were selected to participate in the assignments and assessment efforts.*

**6. In general, describe how each assessment tool (measure) was constructed (i.e. in-house, national, adapted).**

**- MS 502 and MS 515:**

Students were presented with the assignment and were given a sample to follow as in the following:

How to Prepare an Annotated Bibliography: The Annotated Bibliography
Explanation, Process, Directions, and Examples
<p>What Is an Annotated Bibliography?</p> <p>An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.</p>
<p>Annotations vs. Abstracts</p> <p>Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they may describe the author's point of view, authority, or clarity and appropriateness of expression.</p>
<p>The Process</p> <p>Creating an annotated bibliography calls for the application of a variety of intellectual skills: concise exposition, succinct analysis, and informed library research.</p> <p>First, locate and record citations to books, periodicals, and documents that may contain useful information and ideas on your topic. Briefly examine and review the actual items. Then choose those works that provide a variety of perspectives on your topic.</p> <p>Cite the book, article, or document using the appropriate style.</p>

Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

**The following example uses APA style (Publication Manual of the American Psychological Association, 7th edition, 2019) for the journal citation:**

Waite, L., Goldschneider, F., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, 51, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

Retrieved from: <https://guides.library.cornell.edu/annotatedbibliography>

- **MS 670**

Students had to complete a midterm written assignment (Reflection Paper 4) and write a final paper on a topic of their choosing. The Reflection Paper is less informal compared to the final paper. The final paper is a more structured research and analysis that follows specific steps. In addition to the introduction, there is a lit review section, theoretical framework, presentation of the problem and critical analysis/interpretation, and a bibliography page.

**7. Who analyzed results and how were they analyzed**

MS 502 and MS 515	Ali Ziyati
MS 670	Robin Broughton

**8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome. Report scores for this assessment, as well as students' strengths and weaknesses relative to this learning outcome.**

**MS 670:**

Assessment of this course was very helpful, in that this was the first time this course has been taught. To provide context, the course was one of the first courses in the Public Health

Communications track. The course is however open to all students and will be a popular choice in the future for all Theory & Criticism track students as well. The course was taught as a 100% online course (as all courses in the Public Health Communication track). It also should be noted that this course was taught at the onset of the Covid Pandemic, and while this provided much current content for discussion, it also likely affected the quality of the students' work in various ways. Several students contracted Covid during the semester, and others had to care for infected children and other family members. One informal observation was that though the course required no live Zoom sessions, I decided to add a few voluntary sessions midway through the semester. Though these were voluntary, I had excellent attendance, as the students seemed to crave real interaction with others, especially during the lockdown weeks.

I chose Reaction Paper 4, which was essentially the midterm paper, as my first assignment for analysis. The students had to apply an ethical theory to a current Covid issue, an assignment which largely required critical analysis skills. The assessment rubrics showed that graduate students had great difficulty in framing the paper with a clear introduction (criteria 1). No students scored in the highest range in this area and several scored in the next to lowest range. Of course, the introduction is essential in that it sets up the paper and helps provide cohesion throughout the rest of the paper. Many of the introductions were either off point or simply started with a description of the ethical theory. Oftentimes the introductions were also too informal.

In addition, the assessment of Reaction Paper 4 shows that the graduate students also struggled with the rhetorical triangle (criteria 2) The students seemed to have a difficult time contextualizing research while also providing their own scholarly analysis. In this area, no students scored in the highest range in this area and several scored quite low. In some cases, students simply summarized current research and added a brief unsupported opinion, as opposed to a well-informed analysis.

The assessment of the final paper showed much improvement in both of the weak areas mentioned above. All of the students improved in the area of introduction writing, several even reaching the highest "perfect" range. All students also improved in the rhetorical triangle (criteria 2). Over half of the students scored perfect in this category, which is perhaps the most important takeaway from this assessment, since the rhetorical triangle is at the root of critical analysis, the PLO being examined in this assessment.

Overall the assessment shows that developing introductions and conclusions is an area that should be given more focus at the beginning of the class since students were still struggling with this at the midterm point. In addition, the fact that the students had a difficult time with the rhetorical triangle points to the need for a class period devoted simply to showing them how to frame their papers with past scholarship while at the same time learning to develop their own critical theories as they become scholars in their own right.

9. **What are next steps?** (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)
10. **Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

## MS 502 and MS 505 Annotated Bibliography Rubric 543210

	5	4	3	2	1
<b>Content</b>	Your sources are interesting and they are all clearly related to your topic.	Your sources are interesting and most are clearly related to your topic.	Your sources cover your topic, but they are less interesting and the relationship to your project is less clear.	Some of your sources cover your topic, but the sources are uninspiring and their relationship to your project is unclear.	You have not read enough to determine if your sources are related or not.
<b>Level</b>	You select a variety of research sources and they are all written at the appropriate level for this project's purpose.	You select a variety of research sources and most are written at the appropriate level for this project's purpose.	The sources you select are less varied, but most are written at the appropriate level for this project's purpose.	You select mostly one source type (i.e., Internet sites, books, etc.) and few are written at the appropriate level for this project's purpose.	You do your research at the last minute and it is obvious that you do not examine your sources to determine at what level they are written.
<b>Authority</b>	You can identify the author(s) of your sources and their credentials are relevant.	You can identify the author(s) for almost all of your sources and their credentials are relevant.	You can identify the author(s) for half of your sources and their credentials are relevant.	You can identify the author(s) of a few of your sources and their credentials are less relevant.	You make no attempt at identifying your authors or their credentials.
<b>Summary</b>	You clearly summarize the main idea of each of your sources and can make an explicit connection to your argument.	You clearly summarize the main idea of each of your sources and can make an explicit connection to your argument for most sources.	You clearly summarize the main idea of each of your sources, but their connection to your argument is less apparent.	You try to summarize your sources, but are less clear about their main idea. You have difficulty identifying a distinct connection to your argument.	You plagiarize or make no attempt to summarize your sources clearly. There is no connection between your sources and your argument.
<b>Conventions</b>	You correctly cite at least 15 sources using a citation style described in class.	You correctly cite at least 10 sources using a citation style described in class and there are a few errors.	You cite at least eight sources and try to use a citation style described in class, but have some difficulty.	You cite at least five sources using a citation style other than one described in class.	You cite fewer than five sources and did not bother to use a consistent citation style.

### **PLO 1: Critical Analysis (Media Studies Graduate Program)**

Assessment of this course was very helpful, in that this was the first time this course has been taught. To provide context, the course was one of the first courses in the Public Health Communications track. The course is however open to all students and will be a popular choice in the future for all Theory & Criticism track students as well. The course was taught as a 100% online course (as all courses in the Public Health Communication track). It also should be noted that this course was taught at the onset of the Covid Pandemic, and while this provided much current content for discussion, it also likely affected the quality of the students' work in various ways. Several students contracted Covid during the semester, and others had to care for infected children and other family members. One informal observation was that though the course required no live Zoom sessions, I decided to add a few voluntary sessions midway through the semester. Though these were voluntary, I had excellent attendance, as the students seemed to crave real interaction with others, especially during the lockdown weeks.



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In MS 502, students were able to demonstrate an understanding of the critical thinking but, somehow unable to articulate it in writing. This is not an issue at all since MS 502 is only an introductory course to the overall writing and research techniques and methods. The faculty envisioned this when they created another course devoted solely to critical theories and analysis (MS 670).

In MS 505 however the students were able to apply media research techniques prescribed in the course and add a theoretical framework along with an analysis and discussion section. Overall, the students demonstrated a satisfactory level in applying PLO 3.