



Program Assessment Report (PAR)

Media Studies (MDST) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

Graduates will be able to: 1. Understand that communication constructs messages that are about the social world. 2. Critically analyze messages. that are mediated. interpersonal and intrapersonal 3. Demonstrate verbally and in writing an understanding of theory and a degree of mastery in disciplinary writing conventions, including the effective use of documentation (e.g., American Psychological Association Style Manual, The Associated Press Style Manual). 4. Analyze and investigate the roles of the senders, messages and receivers across cultures in intrapersonal, verbal interpersonal communication, nonverbal interpersonal communication, mediated communication, and mass communication scenarios. Note that the curriculum for the media studies degree at Wright State University is informed by the Accrediting Council for the Education of Journalism and Mass Communication (ACEJMC) and the Education Division of the Association for Education in Journalism and Mass Communication (AEJMC) but the media program is not accredited because class size in writing intensive classes is twice what is permitted to qualify for accreditation.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Representation was achieved by reviewing an entire class performance. Introductory and senior classes comprise the populations from which the samples were drawn (e.g., COM 1040, COM 2560, COM 3450, COM 3490, COM 4710). A lower level class assignment and an upper level class assignment is examined for each of the four learning outcome with the senior social media capstone being assessed as well. 1. Understand that communication constructs messages that are about the social world. COM 1040 students demonstrate cultural sensitivity in creating messages for target audiences across cultures. They write essays of experiences where they observed or were a part of a communication situation where an effort to reach out and understand across contexts was a positive

outcome. The students were asked to then share a negative experience with a sender, message and receiver that they either observed and or were a part of as well. Summer COM 1040 class - Each student's essay demonstrated an ability to specifically apply the Aristotelian model of communication with a positive and with a negative cross cultural example. A rubric was used to compare and contrast student performance grades earned in the class of A, B, C, D and F and comparing that to quantitative scholars Drs. Mary Rucker, Melissa Spirek and or Mark Zeller's ranking of the assignment as being ranked from 1 to 5 with A being the highest score and 5 the lowest score. COM 3450 students assess global public relations campaigns to spotlight message weaknesses where a public relation campaign can be significantly improved with greater sensitivity to the audiences being targeted. Teacher grades were compared to the independent coding of 1 to 5 with A being the highest score and 5 being the lowest score were compared to the individually assigned grades of A, B, C, D or F. 2. Critically analyze messages. that are mass, mediated. interpersonal verbal and nonverbal and intrapersonal. COM 2560 students critically analyze and identify the lead of five The New York Times Stories and then rewrite the leads by adopting another context and making an argument as to the lead's effectiveness and improvement. Earned grades of A-F are compared to the rankings of the coder who compared the grades to their rankings of 1-5 as described above. COM 3490 students content analyzed mediated messages by replicating an original content analysis with extended media content of their choice. For this graded assignment, coders ranked each content analysis again from 1-5. 3. Demonstrate verbally and in writing an understanding of theory and a degree of mastery in disciplinary writing conventions, including the effective use of documentation (e.g., American Psychological Association Style Manual, The Associated Press Style Manual). COM 2560 students use the theory of use and gratifications to analyze user satisfaction by following the steps published in a blind refereed journal article. Students are then asked to write a story about Dayton counters the Frontline story that paints Dayton in a negative economic light. The graded assignments of A-F were then compared with the coders' rankings of 1-5. COM 4710 This social media capstone course spotlights the unique effects of social media relative to the collapse of time and or space in reaching out to distinct audiences. Students write original essays about creating their social media platforms before making verbal presentations to the class. The coders compared and contrasted their numerical rankings in comparison to the assigned grades for each of this capstones' two components. 4. Analyze and investigate the roles of the senders, messages and receivers across cultures in intrapersonal, verbal interpersonal communication, nonverbal interpersonal communication, mediated communication, and mass communication scenarios. COM 1040 students created five models where the same message is conveyed across the five scenarios. These messages tend to be affective responses such as love, anger, jealousy, and sadness. Overall the application of the models with unique senders and receivers will be ranked by a coder that is compared to the grade assigned. COM 4710 students focus upon media consumption as a process and the media expert uses a dashboard to converge the messages to attract the most desirable audiences. The coder's ranking is compared with the assigned grade while this goal is addressed.

B. Scoring of Student Work

Three quantitative scholars did the scoring. Drs. Mary Rucker, Melissa Spirek and Mark Zeller are the quantitative scholars who coded each of the students' assignments in comparison to the goal advanced. A coding book was provided to each coder and exemplars were provided for each of five rankings to describe how well each student's work achieved the goal described. Therefore at least 20 examples were shared along with the description of each goal. A Cohen's kappa of at least 86% was achieved with each coder with 10 examples for each of the four goals. In sequence, the Cohen's Kappas were: 93%, 89%, 97% and 98%. Coding was then completed before rankings by the coders were compared to the earned grades for each assignment. This coding scheme was then turned into a rubric where the coder was blind to the grade each assignment earned. The coder assigned the ranking and this was then compared to the grade the student earned for the assignment.

1. Understand that communication constructs messages that are about the social world. Lower class 98% Upper class 90%
2. Critically analyze messages that are mediated, interpersonal and intrapersonal Lower class 98% Upper class 90%
3. Demonstrate verbally and in writing an understanding of theory and a degree of mastery in disciplinary writing conventions, including the effective use of documentation (e.g., American Psychological Association Style Manual, The Associated Press Style Manual). Lower class 96% Upper class 97%
4. Analyze and investigate the roles of the senders, messages and receivers across cultures in intrapersonal, verbal interpersonal communication, nonverbal interpersonal communication, mediated communication, and mass communication scenarios. Lower class 89% Upper class 97%

C. Indirect Assessment

Methodology and Sampling: Recent undergraduate graduates were invited to post material that they learned from their courses that they now use as a professional comprise the first segment of assessment of feedback in response to the majors. This was an open invitation with voluntary compliance. For the second set of answers, all communication studies and media majors are required to complete COM 3490: Survey of Communication to fulfill the quantitative research methods requirement for the College of Liberal Arts. Students must be a junior and or a senior to register for the course and will have completed at least 8 of the required COM classes that required the three learning outcomes..

On the final COM 3490 project, students are asked to document what, if any excitement they have for having covered all three of the learning requirements for their major. WHAT I LEARNED IN MY DEGREE COURSES THAT I USE NOW AS A PROFESSIONAL Students voluntarily posted on Facebook what they learned and are using as a professional after having graduated from Wright State University's media studies and communication studies programs.

Mike Holland When writing a news story or short comm., be prepared to cut your favorite line. "Murder your darlings." If it's not relevant to the point, it doesn't matter. Stay the course.

William Crabtree "Don't should on me and I won't should on you." Don't push your values and beliefs on someone else, cause were not all the same.

Laura Taylor It doesn't matter how eloquent and well-written it is - if it doesn't

convey the point/story in a way your audience understands- it isn't good communication. Hannah Tokasz The critical thinking skills that I learned were invaluable. The best answer is oftentimes not one dimensional. FINAL PROJECT ASSESSMENT WHERE COM 3490 MEDIA and COM MAJORS WERE ASKED "GIVEN YOUR MASTERY OF THE THREE THREE LEARNING OUTCOMES, WHAT EXCITES YOU, IF ANYTHING, ABOUT YOUR

MAJOR?" Aysha Middlebrooks This major excites me because there is a broad range in terms of what someone can achieve as a career by going into this field. For instance, some of the potential careers I can have upon graduating with a B.A. in this department include being a journalist, salesperson, or health services manager. Additionally, I feel that depending on what someone picks as a minor, the Communication major can remain helpful in terms of supplying additional knowledge about the subject. For example, I have chosen to minor in Sociology which is concerned with multicultural awareness and understanding social dynamics. As a Communication major one of the departmental requirements is that I take the class COM 4320 Race, Class, and Gender in Communication, and based on its title alone, I can tell it will provide supplemental knowledge I can apply to a sociology class. Needless to say, communication studies is an extraordinary field as it provides its students with fundamental knowledge about how we, as a society, create messages and how these messages ultimately shape our society.

Alexa Lowry What excited me about Communications is I can use characteristics I already have. I am outgoing, talkative, sociable, helpful, compassionate, etc. I have always had the calling to help people. Communications is limitless in the possibilities you can help others. It also is field that will never not be needed. Communication is need in a variety of ways in a variety of fields. Tessa Jenkins I absolutely love my major! My freshman year I was so hesitant on what I wanted my major to be. I was not able to go undeclared at Clark State. I went with my gut feeling and chose communications. As a junior, my love for my classes has grown. What excites me most about my major is all the job opportunities that are offered. If I get a job one place and realize it's not my cup of tea, I can try another. The options are basically endless. I look forward to gaining more experience within my classes and broadening my horizon. Meagene Birt I am intrigued by this field because I want to hone all skills I could use at my current job. I would say communication is one of my biggest weaknesses, so I am able to improve. Hannah Brown What excites me about this is the

opportunities I get with this major. My dream goal is to move to Boston and work for the sports network out there. I am a huge fan of their sports and I could talk about them for hours. I would like to write for their newspapers or even be an announcer. Kaitlyn Chrosniak What excites me about this pairing is that it allows me to study my interests while knowing I am not certain about what I want to do post-graduation yet. I could go into sales, marketing, research, public relations, human relations, journalism, etc. I feel as though I have lots of freedom to explore my interests while still earning a degree that gives me room to explore. Alyssa Carter What excites me the most about my major is many opportunities of job choices that will be available to me once I graduate and enter into the workforce. Demetrius Clark What excites me is being able to network, and have a traveling opportunity depending on my occupation. Kara Fitzpatrick This major is so versatile. I originally chose this major because I wasn't sure where I wanted to take my future. Now that I'm almost finished with my third year, I can see all the possible directions I can go with this degree.

Through the many classes I've taken, I've learned about so many vastly different topics. I'm so grateful to have had the opportunity to learn about and experience so many things through one major. Autumn Sturdevant My major is Communications. This major excites me because 1) it helps me communicate better and 2) helps me understand people better. By saying that I mean, understanding their facial expression and body language. I know how to handle certain situations better. Made me look at the bigger pictures. Some of my classes would ask me certain things that I have never thought about. Very blessed to have the opportunity to learn it all. Kaitlin Stoeckmann What excited me about this major is how broad it is. There are so many different fields to learn about and potentially find a career around. I know people with Communication degrees who work in HR, who are writers, and one who is a 911 emergency dispatcher. There are so many options out there. Crisdana Randall My major opens up a wide range of career opportunities for me. For example, I could work in public relations, social services, or politics. My major allows me to open my mind to many career paths. Joshua Potter I can achieve so much with my skills. Jacob Calvert I am super excited that this major gives me the opportunity to do what I want to spend the rest of my work life doing. I want to work in sports media, preferably for the Cincinnati Bengals. If that's not possible, I would also be open to working in entertainment media like television, movies, and gaming. Jamie Naylor I like this major because I get to explore a lot of different parts of the media field. It helps me think outside of the box and opens my eyes to new information or ways of thinking I previously wouldn't have thought of. Skyler Olesevsky Thank you so much!!!! I truly could not be where I am today without you. Media Faculty have gone above and beyond to encourage me and push me to do my best. I'm the best version of the student I can be because YOU helped me get there with my media content mastery!!! Thank you so so much!!!

III. ASSESSMENT RESULTS/INFORMATION:

1. Media Studies courses 2. Internship

1. At least 92% of all Media Studies students produce and maintain high quality work in the majority of our COM courses with earning at least a C or higher. Students who retake a classes media because of uncontrollable stressful situations or poor performance tend to complete the course with wan A or a B despite originally earning an F or incomplete. With thoughtful and sensitive assignments that are direct operationalizaions of the goals, faculty are able to monitor and even strengthen the students' mastery of difficulty and salient content 2. Between 2021 and 2022, over 35 media studies and communication studies majors completed elite degree-relevant internships that were found by Internship Director Mr. Ray Marcano. Thanks to Mr. Marcano, media studies majors have the opportunity have their work published in The Dayton Daily News and this is not an oppotunity that journalism majors at Bowling Green State University, Ohio State University or Kent State University can enjoy. It is these unique experienes that makes the majors competitive for jobs upon graduation. These internships and the experience gained are consistent with the standards of the

Accrediting Council for the Education of Journalism and Mass Communication.

1. As indicated in the Direct Assessment (Evaluation/Observation of Student Work) section, various courses meet each learning outcome. 2. Students practical internship experience addresses the three learning outcomes.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

Although we collaborate with stakeholders and alumni about program responsiveness (e.g., Cox Media First Publisher Ms. Jana Collier, PBS Director Mr. Anthony Short, Premier Health Grant Director Ms. Anne McDermitt), media studies program faculty are always reviewing the curriculum so that the students remain competitive for employment and graduate education. The writing skills media studies majors are bringing with them into the program are significantly weaker than was the norm prior to spring 2020 with the start of COVID. The result is that faculty have had to introduce basic writing assignments on topics such as editing, grammar, diagramming sentences and paragraph development. The parts of speech are being taught along with basic writing skills that prior to 2020 did not have to be highlighted. We added unlimited drafts to all writing intensive courses for students while focusing on strong writing skills prior to solid writing on deadline with the 3000 level classes. In addition to writing skills, editing skills and professional style standards (e.g., The Associated Press Style Manual) are being highlighted in courses to address the caveats in the media majors' writing and video and production skills upon entry into the program. The following action is being taken to improve student learning: 1. Continue to remove and assess unnecessary course prerequisites. Some were reviewed and approved at the Communication Curriculum Committee Level and at the School Level with reviewed submissions being gathered and advanced (e.g., remove COM 1040 as a prerequisite for COM 3490). 2. With the support of the CoLa Dean Schmidt, we are investigating moving beyond the curriculum meeting the Accrediting Council for Education in Journalism and Mass Communication curriculum standards and are taking the next step in looking at our voids that need to be addressed for accreditation. 3. Emphasize professional behavior in the internship practicum experience with demand being greater than the number of students who can fill the demand (e.g., Cox First Media is visiting classes to encourage students to apply because of success with prior hires of our media studies graduates). This includes but is not limited to business communication with emails, letters and online interviews along with face-to-face and phone interviews, professional dress and small group communication online and face-to-face. 4. The media faculty continue to meet and review each cohort's strengths and weaknesses so that course content can target caveats. For example, deadline writing was advanced so that basic writing skills can be tackled with more time the first two years. Each student will have a writing class from at least four different media faculty and we pay particular attention with the advancement of the writing skills across the four classes. 5. Emphasize ethical media behavior in introductory classes so that the National Association of Broadcasters and the Society of Professional Journalists and the Public Relations Society of American professional standards are learned and

applied in all classes. Faculty member and Internship Director Mr. Ray Marcano is a past Society of Professional Journalists president and not only brings in award-winning guests who are media writers but also monitors the national currency standards for media writing and this informs our curriculum. 6. On March 15, 2022 the media faculty met with WSU's Director for Articulation, Transfer and Institutional Partnerships Hideo Tsuchida and the faculty found the grave error that the incoming transfer credit requirements from Sinclair, Clark, Edison and other community colleges wrongly listed two COM 4710 classes were required where only one class was required. The faculty are continuing to review all TAG and transfer credit classes to review the materials for accuracy. 7. Faculty continue to advance with their social media skills for the classroom that continues to provide cutting-edge skills in high demand on the job market. 8. Currently a high demand for grant writers is resulting in the faculty tapping research methods courses to assist students competing in this employment opportunity as well. 9. Faculty continue to go beyond the call of duty with helping students to compete for jobs while being of the elite programs on campus where students are graduating within four years and contribute to a steady stream of diverse students who graduate within four years. For example,

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.