

Mike Curb College of Arts, Media, and Communication  
**Assessment Summary**  
**ART**  
**2007-2008**

**SUMMARY OF ASSESSMENT**

For the undergraduate programs, the Art Department conducted 2 separate assessment activities, one on a capstone course and one on an internship course.

- 1) **Art 438: Senior Projects** (*undergraduate*)  
A knowledge based survey was administered in this course in order to assess the department SLO # 7: To develop career paths for various art professions and an understanding of the demands and expectations of those areas. In addition, final projects from the class were collected to be a part of the assessment. Based on the survey, the results revealed a high percentage of increased knowledge in general business and knowledge in specific art job/industry areas. Evaluations of final projects indicated that a higher number of samples were needed as well as more detail from the samples was needed in order to make an accurate assessment. The current samples revealed a need for a higher awareness of content and more finalization of promotional materials according to standards of each art profession. Faculty recommended a discussion on enhancing the current instruction of 438/L. Recommendations include collaborative/co-teaching, mid-semester mentoring and critiquing of student projects (ie. Self-promotional works) from all areas.
- 2) **Visual Communication Internships** (*undergraduate*)  
A knowledge-based survey was administered to internship students at the end of the internship duration. In addition, employers were sent a survey as well. This survey was used to assess the same SLO # 7 as indicated above. Internship student surveys revealed a high percentage of increased knowledge in general business and knowledge in specific art job/industry areas as well. As a result of both assessment procedures, the assessment liaison recommends further discussion with faculty to find a more appropriate procedure for gathering more accurate data. It was stated in the report that the resulting internship surveys were mostly representative of the Graphic Design and Animation areas; thus a need for a more inclusive representation of all art areas as participants of the survey. In addition, there needs to be a larger number of responses from employers and perhaps a more detailed and mandatory embedded evaluation sheet.
- 3) No graduate assessment was conducted.

**Recommendations:**

All chairs of each department have recommendations.

Mike Curb College of Arts, Media, and Communication  
**Assessment Summary**  
**Cinema and Television Arts**  
**2007-2008**

**SUMMARY OF ASSESSMENT**

CTVA conducted assessment in an undergraduate screenwriting course, an undergraduate television – film aesthetics course, and a screenwriting graduate course. In all three courses a pretest and post-test methodology was used.

1) **CTVA 220: Foundations of Media Writing** (*undergraduate*)

*Note: This SLO in this course was assessed last year*

In two sections of an intermediate screenwriting course, CTVA 320, assessment was conducted on the following SLO. SLO #2: Demonstrated the ability to research, structure, and write dramatic and non-dramatic scripts for cinema, television and multimedia. Students were asked to write three types of papers and the assessment was done to determine how well the students demonstrated the SLO. The performances on these papers suggest that the Screenwriting faculty might need to consider ways to improve students' grasp of the elements of fictional screen storytelling in CTVA 220. Therefore, the faculty have plans to meet to examine the screen storytelling component of the CTVA 220 curriculum and to explore ways to strengthen the presentation and implementation of screen storytelling concepts and techniques.

2) **CTVA 210: Television-Film Aesthetics** (*undergraduate*)

Two sections of CTVA 210 were used to assess the department's SLO #1: Understand and articulate the history, theories, and critical models of cinema and the electronic media. An entrance and exit exam was administered. The evidence indicates that students performed significantly better on the exit exam than they had on the entrance exam. This suggests that CTVA 210 succeeds in introducing students to the various topics that fall under the umbrella of the SLO. In other words, there has been some success in introducing and communicating the course material to the majority of enrolled students. However, the continuing presence of a small number of very poor scores on the exit exams also suggests that there might be room for improvement in terms of reinforcing basic course information. As a result it was determined that the instructors of CTVA 210 should develop creative strategies to accomplish this learning outcome (SLO #1).

3) **CTVA 525: Seminar in Screenwriting** (*graduate*)

The CTVA 525 course is a screenwriting course that focuses on the creation of screen stories (There are prerequisites for this course that are screenwriting as well). Students were asked to write a written summary as a pretest and then a 20-25 page treatment as their post test. A rubric was used to assess the following graduate SLO, SLO #1: A developing ability to construct screen stories and write feature length screenplays, which reflect meaningful themes, while engaging an audience. In coming graduate students demonstrated disparity of knowledge on the basics of screenwriting. With graduate students, a basic command of the key elements of screen story construction is to be expected at this entrance level. Upon completion of the course, though, the students were consistently at a very high level of understanding of these basic precepts. These numbers suggest quite a high degree of success in ultimately communicating SLO #1 in this course. As a result it was determined that the instructors of CTVA 525 should develop creative strategies to accomplish this graduate learning outcome (SLO #1).

**Recommendations:**

All chairs of each department have recommendations.

Mike Curb College of Arts, Media, and Communication  
Assessment Summary  
**Communication Studies**  
2007-2008

**SUMMARY OF ASSESSMENT**

The Communication Studies program conducted assessment on one GE course (under basic subjects) as well as assessment on their graduate comprehensive exam and thesis projects.

- 1) **Coms 356: Intercultural Communication (undergraduate)**  
*This course is a GE course that was required for assessment in Basic Subjects.*  
After the faculty of all the sections aligned the course objectives with the program objectives, assessment was conducted with two department SLOs: SLO 3: Articulate the reciprocal relationship between communication and culture; SLO 7: Understand and apply communication competencies in civic engagement for a multicultural, global society. Grades across all sections was used to determine whether students reached the SLOs listed. The success criteria set for SLO3—projected that 50% of students would score at least 21 (70%-C-) or better on the comprehensive assessment exam. However, results indicate that the overall average of combined sections was an 18 -60% D. Only 29% of students passed the exam successfully versus the 50% projected. The success criteria set for this measure was not met. It was determined that instructional training is needed to ensure clearer and more consistent criteria for course content development.
  
- 2) **Comprehensive Exams and Thesis (graduate)**  
Assessment was conducted on three graduate thesis projects and eight graduate comprehensive exams based on SLO#3: Demonstrate the ability to identify and comprehend scholarly writing in the field. For the eight comprehensive exams, two students exceeded the SLO, four students approached the SLO, one student met the SLO and one student did not meet the SLO. No student exceeded the SLO. As for the results related to the three theses completed, the indication is that students exceeded the SLO. As a result, the department has already initiated curriculum changes to improve performance in this area. Beginning fall 2009, a new MA program will be in place that requires students to take a graduate level methods course, which presumably will improve students' ability to identify and comprehend scholarly writing in the field.

**Recommendations:**

All chairs of each department have recommendations.

Mike Curb College of Arts, Media, and Communication  
**Assessment Summary**  
**Music**  
**2007-2008**

**SUMMARY OF ASSESSMENT**

The Music Department has assessed two SLOs for undergraduate and one SLO for graduate.

- 1) **The course is undetermined** (*undergraduate*)  
Through a pretest and a post-test as well as an embedded assessment question, the department assessed SLO #2: Students will demonstrate an acquaintance with a wide range of music cultures of the world and their interrelationship with Western music traditions. At beginning of semester only 30% of students were able to name the styles selected. Only 8% were able to describe connections to Western music traditions. At the end of the semester, 94% were able to name the styles and 64% were able to describe the connections to Western traditions. This represents a significant improvement. However, based on the opinion question embedded in the exam, students felt the class felt rushed with too many countries and styles being covered; preferable a smaller number of styles covered in more depth. Therefore, it was determined that rather than trying to discuss all the styles covered in the text, students should be responsible for this material on their own and class time should be reserved for studying 2-3 selected music cultures from each continent/culture area in detail. This should help to improve student learning with connections to Western traditions and more time can be spent on this aspect of the SLO.
- 2) **The course is undetermined** (*undergraduate*)  
Through a pretest and a post-test the department assessed SLO #3: Students will understand how technology serves the field of music as a whole and demonstrate a working knowledge of the technological developments applicable to their area of specialization. The results showed that students had little knowledge of digital audio entering the course but increased after completing the course. The improvements in this area from the pre-test to the post-test suggest that the current pedagogy is effective. The department plans to enrich all of the areas with multimedia content on an updated course website and shift some of the learning from lecture-based to experientially based through guided exploration. One feature of the SLO not explicitly addressed was: “[students will]...demonstrate a working knowledge of the technological developments applicable to their area of specialization.” Lecture content in the class currently addresses areas of specialization, but the plan is to implement a feature of the class that will allow more exploration of music technology in greater depth leading to an individualized final project within their area of specialization.
- 3) **Graduate (entrance) placement tests** (*graduate*)  
Assessment on the placement tests for music history and music theory was conducted based on the graduate SLO #1: The student will demonstrate a continuing development of professional and scholarly competence in a selected area of study: Music Education, Music Performance, Composition or Conducting. Students entering the graduate program must take placement tests in music history and music theory. Students not achieving a high enough grades on these tests must take remedial course. Based on the numbers from the past two years only about 50 percent of the graduate students accepted pass theory and history placement tests. The half that don't pass have been put in MUS 200 level History or 300 level theory courses as remedial classes. It has been suggested that the department add a graduate music history review course (and possibly theory review) back into the graduate curriculum. With the increasing number of graduate students attending in coming years, a sufficient number of students will fill these review classes. In addition, the faculty would like the department to consider a final oral exam for graduate students or at least a final comprehensive written exam to ensure that students are meeting this SLO. It is also suggested that future graduate applicants submit a substantial writing sample as part of the application process to establish a baseline for further analysis of student progress.

**Recommendations:**

All chairs of each department have recommendations.

Mike Curb College of Arts, Media, and Communication  
**Assessment Summary**  
**Journalism**  
**2007-2008**

**SUMMARY OF ASSESSMENT**

The Journalism Department worked on two types of assessment: embedded assessment in a course and assessment of internship experiences.

1) **Jour 210 (undergraduate)**

*Note: These SLOs in this course was assessed last year*

Embedded assessment techniques were used in Jour 210 to assess the following 2 department Student Learning Outcomes; SLO #1: Attain competency in writing basics, such as grammar and punctuation, word usage and spelling, sentence and story structure and journalistic style; and SLO #2: Students will attain competency in the gathering and critical analysis of information using techniques, such as interviewing, observation, and researching primary and secondary sources in both traditional and electronic means. The results of the embedded assessment show many of the majors lack basic writing skills (grammar, punctuation and general style), and their ability to think critically and independently does not meet expectations. These issues continue into the other course, JOUR 110 to JOUR 210, where the latest course-embedded assessment revealed competency gaps in several areas, including: organization and structure, "adequate use of primary sources," the ability to use "interesting and effective writing style" as well as "correct use of journalistic style, grammar and punctuation." Based on these results it was determined that, curricular changes were needed to put emphasis on grammar, punctuation and news reporting and writing style. This may involve a qualifying exam administered between the core lower division courses, JOUR 110 and JOUR 210.

2) **Analysis of Internships (undergraduate)**

*Note: These SLOs in this course was assessed last year*

Students' performances were indirectly assessed based on reports submitted by on-site employers and student-prepared reflective reports. The department assessed the following student learning outcome: SLO #5— Students will develop flexibility in working in evolving mass communication media and environments using a variety of technologies and techniques. Preliminary analysis of data showed, student performance scores were average, on the scale of 1 (needs improvement) to 4 (outstanding). Students rated above average in "attitude toward work" and "ability to learn." They rated above average in "technical skills," and in "creativity," "analysis/critical thinking," and "written communication." (Pending data tabulation: about 100 internships completed in Summer and Fall 2007, and Spring 2008.) Based on the assessment process, it was determined that changes to the on-site supervisor evaluation form to include performance standards was essential in order to coincide with the Journalism Department's Student Learning Outcomes.

**Recommendations:**

All chairs of each department have recommendations.

Mike Curb College of Arts, Media, and Communication  
**Assessment Summary**  
**Theatre**  
**2007-2008**

**SUMMARY OF ASSESSMENT**

The theatre department revised their department SLOs. In Fall 2007 the theatre department initiated the use of [www.livetext.com](http://www.livetext.com) to create student e-portfolios.

- 1) **TH 102: Theatre: Form and Content** (undergraduate)  
Using student e-portfolios, the department assessed SLO #1: Students will develop a range of sensory skills to observe and respond to their environment. A rubric was used to assess the depository of work that students provide through their e-portfolios. Assessment results revealed that the majority of the students are performing at the beginning level for this course; which is appropriate for an introductory course to the theatre major. About one-third of the samples were performing at the developing level. It was determined that this may be a result of transfer students entering with a deficiency in this course requirement. As a result of this process the assessment liaison has determined that the next time this course is assessed there will be a separation of student samples by academic year to determine if the varying performance level is associated with the student's academic year. If the varying performance level is determined to be associated with the student's academic year, the department will investigate the possibility of a separate section for junior & senior transfers to focus the material to the appropriate level.
- 2) No graduate assessment was conducted.

**Recommendations:**

All chairs of each department have recommendations.