

California State University, Northridge
ACADEMIC AFFAIRS

College Planning Initiatives Request Form

INTRODUCTION

This form, which is one of two that Academic Affairs units will complete, consists of a series of questions that you complete for the whole college. It is not necessary to mention all that you are doing; rather, give an overview of major (or groups of) initiatives you propose to achieve during the next year. Indicate, too, partnerships with other colleges/divisions. ***Limit your responses on each page to ONE page; 10 pt. type is recommended.***

The second form that Academic Affairs units should complete asks you to specify the proposed costs of your initiative(s), with shared values (AQ, SE, SV) and priorities (high, middle, low) indicated for each cost category. In *Total Cost* include the complete cost of the item; under *College* put the costs that your unit will pick up. Your General Fund “guess-timated” allocations are at the very top. Be reasonable; and include under *Total Cost* and then *College* items that, individually or grouped, make up initiatives that the College is funding entirely. Use the *Comments* box sparingly; but, where relevant, use it to explain who is sharing the *Total Cost* of particular items/initiatives.

Both forms are due in the Provost’s Office by **Monday, December 10, 2007.**

College Planning Initiatives Request Form (DRAFT II 12.10.07)

College:

Mike Curb College of Arts, Media, and
Communication

Planning Coordinator:

Robert Bucker, Karen Kearns, Laila Asgari

1. Briefly explain how your plans relate to your college's mission/vision.

The College is working to develop a focused intellectual and artistic trajectory leading to the establishment of the MCCAMC as the destination campus in the arts, media, and communication disciplines in the Los Angeles basin and ultimately to become one of the top ten comprehensive arts, media, and communication colleges in the country. We are currently the preferred College for students in the region who seek to be the successful artists and communicators of the future. The College plans to arrive at this trajectory through several initiatives and the establishment of an incremental, strategic, flexible, and deliberate continuous improvement agenda.

The College's priorities and goals for the coming year include:

- 1) Develop a curricular strategy leading to the formation of interdisciplinary programs that utilize both existing and new curriculum that prepare students for the changing demands and fragile transparent divisions that continue to disappear as the arts and communication industries are redefined.
- 2) The strategy in priority number one will be applied to but not limited to the development of a minor in Musical Theatre that is shared by both the Department of Music and the Department of Theatre, a minor in Music, the strengthening of the Media Theory, and Criticism option in CTVA, the strengthening of the Multi-Media Production option in CTVA, and the exploration of MA programs that take advantage of our location in the creative capital of the World.
- 3) Develop a common and consistent plan for branding the College. This will require the need to work with the Provost's office to reorganize staff within the College concentrating on the areas of marketing, publicity, grant writing and development. With this model we will better be able to focus on student outreach and recruitment as well as community outreach, the solicitation of grants and contract income, and to establish meaningful objectives for earned income where appropriate.
- 4) Reorganize and centralize the reporting structure of the Plaza Del Sol, PAC, CSUN Galleries, and Armer Theater. With KCSN, the various programs and venues of these facilities will work together to achieve a cohesive branding objective that consistently acknowledges and reinforces their relationship with the College and the University.
- 5) Identify and create a comprehensive inventory of all relationships between the College and organizations that use university space, faculty and staff, and other resources to support non-general fund activities. The goal of this exercise where facilities, faculty, staff, and university resources interface with outside organizations is to centralize the knowledge, oversight, and consistent transparent supervision of the relationships and activities in the Dean's Office

These goals will be implemented by repurposing existing resources where possible, and by requesting new funds to support innovation and faculty positions where evidence of demand can be identified. In items (1) and (2), recruitment plan requests will support the goals of the college by building a team of scholars and artists who are prepared to train majors in the arts and communication for the twenty-first century. In items (3), (4), and (5), the goals will be completed in year one.

Year One: Assess all departments and programs in the College. Determine changes that are supportable and consequential. Identify potential pathways to successfully realize those changes. The desired outcome is the delivery of a higher quality product to a larger student population.

Year Two: Create a realistic plan and timeline for items (1), and (2).

Year Three: Evaluate the outcomes that have resulted from changes driven by items (3), (4), and (5), and begin implementation of the timeline for items (1), and (2).

2. ACADEMIC QUALITY

a) Assessment

Explain how the college intends to assess the outcomes of the planning initiatives: setting benchmarks, assessing against them, using results, etc.

Assessment in all departments is focused on the College's and University's commitment to teaching, scholarship and active learning. The goal is to measure student learning and performance throughout each program and use the evidence for revising and improving the curriculum and other student services. Benchmarks for each phase of the assessment process continue to be established and will be employed throughout the longitudinal study. Four of the six departments are accredited and use the agency standards to guide their performance measurement. During 2006-2007, the assessment process was coordinated by the departments rather than by the College. Reports were submitted electronically to the Associate Dean in June 2007. In each department there are central elements that coalesce to form a strategic plan for the College.

The six departments in the college have created a five-year plan for their assessment. Each department has completed their second year of actively assessing at least one SLO in the major. The goal is to continue this assessment, use the evidence to improve curriculum and students' educational experiences, and provide evidentiary support for new faculty positions.

A faculty College Assessment Director was hired in the summer 2007 based on recommendations from the 2006-2007 planning process. The Assessment Director is currently cataloging the assessment documentation and reports from the departments. An Assessment Resource Center web site is under development to assist faculty in their assessment process and to provide electronic access to all assessment reports in the college. A link to this web site will be on the MCCAMC college web site. It can be reached at <http://www.csun.edu/amcarc/>

Departments are using a variety of assessment methodologies. Outcome activities in the college are grouped into three areas of knowledge acquisition: cognitive skills, which are assessed by the faculty via performance critiques, embedded test questions, or embedded assignments; behavioral learning, which is assessed through observation, presentation skills, and performance models; and affective learning, which is assessed through comprehensive exams or thesis as well as student, alumni, employer (internship) surveys that yield important information about growth and change in attitudes. Each department has put in place a variety of measures to evaluate student learning and to evaluate how objectives are fulfilled through curricular plans. From the college perspective, we recognized that much of the evaluation of student learning is conducted in the classroom by faculty. We plan to work with the assessment liaisons to create models for gathering data that align with course assignments to streamline the assessment process and to assure on-going data gathering for longitudinal studies.

The strategic plan for assessment in the college:

- Departments will assess at least one SLO each year completing total assessment of department SLOs by 2010.
- All graduate programs will have graduate SLOs and will complete assessment of these SLOs by 2010.
- Direct assessment techniques are used to measure student performance in achieving the undergraduate as well as the graduate SLOs.
- All courses are to be aligned with program objectives to provide evidence of student achievement and the educational effectiveness of the program.
- Assessment is a longitudinal process for both the undergraduate and graduate programs and includes a capstone experience.
- Assessment data is stored by the department, in print form and electronically, to provide data access to department faculty, administrators and accrediting boards.
- Yearly department assessment reports and findings will be stored on the (ARC) Assessment Resource Center Website, for faculty, administrators, and accrediting boards.

2. ACADEMIC QUALITY *(continued)*

b) **The Learning-Centered University**

CSUN faculty and staff have developed pedagogies and learning objectives that take into account the different ways and paces by which students learn, as well as the different media and formats that suit different disciplines and levels of instruction. Recently, we have especially encouraged the replacement of seat time—hours as a measure of learning—with indices and supplementary experiences which allow students to proceed faster, if they can. Record the major ways in which the college has implemented—and will implement—several principles of a learning-centered and/or innovative university. Indicate, too, the extent to which funds have been redeployed to these ends.

The Assessment Director will work with departments to complete the assessment of their SLOs and prepare for the GE recertification of Arts and Humanities courses. A college assessment web site, presently under development, will provide online information regarding the assessment process and outcomes in each department.

The College is creating alternative methods of delivery and course models through the Chancellor's Office grants and other funding sources. We have also committed release time funds and supplies and services to support additional course development. Various assessment methods will be employed to determine the viability of these models. The College will also sponsor symposiums to assist our faculty in creating hybrid and on line courses.

Interdisciplinary course work in the college will be developed that enable students to master a range of knowledge and skills to succeed in a global, digital environment. Through the use of interdisciplinary courses and linked assignments in existing courses, students in art, media, music, theatre and communication will model the collaborative production experience they will encounter in the professional environment. The animation program, cinema and television production program, and multimedia programs throughout the college provide rich experiences for collaborative pre-professional work. The productions that result from these collaborations will seek larger audiences and professional recognition through broadcast and cable venues and festivals. External juried competitions in the arts, media and communication fields provide opportunities for the validation of excellence in the student's work.

In reviewing MCCAMC academic personnel the ratio of full-time tenure track positions (35%) to part-time positions (65%) appears to create an environment not as supportive to student success as would a ratio more closely approaching a more equal distribution. Because a number of part-time faculty teach more than 6 units, the University is supporting full benefits without receiving a level of investment in the students, advisement and the curriculum from this group. We would like to work with the University to develop a plan to convert a number of these part-time positions to full-time tenure track positions. By making the investment whole and investing in the full time tenure track faculty we believe the benefit to our students and to the continued vitality of our departments to be very significant and measurable.

Examples of proposed Interdisciplinary Programs and courses:

Minor in Musical Theatre (combining courses from Music and Theatre)

Exploring the potential of bringing a Chicano Studies Ethnomusicologist to participate in courses in Music.

Examples of Option Enhancements:

Strengthening the media theory and criticism and the electronic media management options in CTVA

Strengthening the multimedia production option in CTVA

Investments in convergence curriculum in Journalism

Development of a CTVA general option

Create Public/Community Art emphasis

Examples of new degree programs the college is exploring:

Minor in Music—students will not take lessons in the curriculum

MA Music Industry Studies/Arts Entrepreneurship

MA Media Theory and Criticism in CTVA

MFA Screenwriting

Minor Performance Studies (combining courses in ComS and Theatre)

2. **ACADEMIC QUALITY** *(continued)*

c) **Research and Creative Activity**

Colleges and other units should report initiatives that will: (1) “incentivize” research, (2) require matches, in-kind support, or enhancements to facilities, (3) respond to regional needs, (4) revamp the delivery of the curriculum and/or the involvement of students as research/creative apprentices, and (5) or require reforms in RPT that, for instance, clarify the standards for early promotion and specify how alternatives to publication will be appraised. (6) Pay special attention to opportunities, through grants and contracts, to enhance the General Fund support of units and the total compensation of faculty.

The College is committed to allocating funding to support faculty research and creative activities. The College also supplements department travel funds by providing additional support for scholarly and creative travel. In the current academic year the college is spending \$104,000 supporting research and creative activities and travel. Research projects were reviewed by a 6 person collegiate committee that ranked applications and made recommendations to the Dean for funding of 20 grants in the amount of \$89,252. We plan to enrich this program in 2008-2009. Faculty are provided the opportunity to apply for travel funds each semester. The Dean’s office matches departmental commitments. During fall 2007, 28 faculty members received a \$500 matching travel stipend from the Dean’s office totaling \$14,500.

The College created a guide for university and outside funding sources for research and creative activities. The employment of a grant writer in goal 3 of our mission/vision statement will further enable the college to support faculty research project funding requests utilizing local and federal grants and external underwriting.

The Institute for Art and Media will play a key role in providing research opportunities for the faculty and students. The research topic potential of this archive can attract scholars from beyond the CSUN campus to the greater regional community and our Research I neighbor institutions.

The college will repurpose funds from a clerical position and add additional funds to hire a grant writer in 2008-2009.

2. ACADEMIC QUALITY *(continued)*

d) **On-Going Programs**

What changes do you anticipate? In particular, how will change to existing programs support growth and quality improvement? How will the proposed change be supported: with new and/or repurposed resources? Will it entail experiential learning, reduce seat time, reinforce GE, and/or respond to regional needs or accreditation reviews? Will it reflect an entrepreneurial direction to enhance General Fund and total compensation?

Changes anticipated in the College will encompass implementation of more alternative methods of course delivery such as hybrid and OL, utilizing large section lecture courses where appropriate to support smaller laboratory and performance courses, updating and revising GE courses to be relevant and interesting to the student body.

To unite efforts to brand and market the college, KCSN, the CSUN Art Galleries, the Armer Theater and the Performance Hall will all be under the management of the Dean's office. With this structure we will better coordinate calendars enabling the college to cross promote events and communicate with one voice to the university and community. Music and Theatre performances will also be publicized with the college. A marketing director will be hired to coordinate all college communication.

With this effort will also come the formation of campus advisory committees for the CSUN galleries in 2008-2009, the Armer Theater in 2009-2010, and the Performance Hall in 2010-2011. These committees will be interdisciplinary in nature and will work to develop programming agendas that support shared collegiate values.

Structure example for CSUN Galleries Advisory Committee: 1 representative from the following areas; Art History, 2-D, Digital, 3-D, Journalism, Arts Council member, Exofficio; Dean, one representative from Advancement. (the Dean's office and Advancement hold oversight responsibility for the Foundation collection)

With the centralizing of these functions, beginning in 2008-2009, will come the repurposing of faculty time back to the Art Department. As a result FTES growth should follow and the departmental budget will be held harmless and the faculty teaching assignment made whole.

A standardized licensing system for all ancillary outreach programs, Opera Works, Teenage Drama Workshop, Youth Orchestra, and Summer Jazz Institute, will be created and administered out of the Dean's office.

In the first semester 2008 cooperation will be reestablished with the Performance Hall to provide on-campus venues for performing arts ensembles in 2008-2009. With this development will come a centralized marketing plan for the promotion and support of these academically related events. A significant reality for every student majoring the performing arts and for every faculty member preparing those students is the expectation that their work is to be showcased in a professional performance environment. As a College we need to deliver on that expectation for both students and faculty. The delivery will enhance faculty creative work and reward student achievement.

3. STUDENT ENGAGEMENT

Describe how your unit will contribute to the CSUN effort to engage, retain, stimulate, and graduate its students. Specifically, concentrate on plans to improve first to second year retention, reach out to K-12 pupils and teachers, make advising more consistent in practice and policy, and improve the support structures for students in courses with high failure rates. Finally, if pertinent, describe plans to mentor and channel undergraduates into post-baccalaureate study.

The advisement model assigning a staff advisor to each department is being implemented. This was one goal in last year's planning process. Advisors for CTVA and Journalism were hired in Fall 07 and are now in training. A feasibility study will be conducted to determine the prudence of hiring of one additional advisor for Communication Studies/Theatre. This additional hire would complete the advisement goal established last year. We will also be reviewing the caseload across the college as some departments continue to experience double-digit annual growth.

A priority of the SRC/EOP is to hire a full-time receptionist in order to handle the high number of phone calls, appointment schedules and students requesting answers to complex advisement questions. The turn over in student assistants does not provide consistent professional coverage of the office. Having one trained professional receptionist will save funds and provide a more informed advisement center for walk up and telephone questions. This will streamline the advisement process for MCCAMC students.

Space continues to be an issue for the SRC/EOP. The addition of two full time advisors has now filled the allocated space. Space adjacent to the center to house student files is needed. A long-term plan to accommodate the center is needed to keep pace with continued growth of the college.

Student salary levels for peer advisors and work-study must increase to retain employees. The SRC/EOP needs 6-8 peer advisors on staff each year. This job requires a mature, dependable student and there is a great deal of competition on campus and off for a student with this work ethic. The center cannot afford large turn over given the extensive training needed to prepare the student worker.

The SRC/EOP Director and staff advisors work with each department in the development of clear department retention plans, with set follow-up planned guidelines to advance students towards graduation. These plans include conducting Degree Progress Reports at 60 units, 90 units, follow-up with students who did not meet scheduled graduation time, developing on-going follow-up email as it is currently being conducted by SRC/EOP for First Time Freshmen during their first two semesters or print mail communication for students who have not yet attempted or did not pass the WPE. SRC/EOP presently has retention plans for the following student populations:

- First Time Freshmen
- Second Semester Freshmen
- EOP Students
- Probation Students
- Newly Disqualified and New Re-Admitted Students
- First Time Transfers (FTF)

In an effort to increase retention of freshmen and sophomores, the SRC/EOP is participating in a pilot program called "CARE" Initiative. A sub-population from all Fall 2007 FTF registered in the college has been selected. A sub-group representing 10% of the original population are students need two semesters of developmental math, writing and EOP students. They will receive one on one advisement for their first four terms on campus. In depth follow-up on registration for each student will take place prior to the beginning of the term. The results of this pilot will inform our on going advisement strategy in the college.

The Associate Dean and the Director of SRC/EOP coordinate all recruitment events for the college. This is done in cooperation with Student Affairs. The College will host an open house following Preview Day in the fall 08 to showcase the departments and facilities.

4. SHARED VALUES

Discuss how proposed initiatives reflect the shared values of the university and your college's core values. What philosophy—what thread—ties together these efforts? Indicate how they respond to assessment reports.

The entire planning process in MCCAMC is guided by our focus and commitment to a clear and deliberate trajectory to be regionally focused and nationally recognized and to become a destination of choice for students in the performing and visual arts and communication professions. In no field of study housed in the academy is the value of assessment more important than in the disciplines located in this College. Performance expectations for every student pursuing a degree in this College include the presentation of creative work in the commons. Whether the student is delivering the news on KCSN, an aria in the mainstage theatre, an article in the Sundial, or participating in an intercollegiate debate; their work is evaluated not just by faculty but by peers and the greater community. Our request for faculty positions and staff repurposing are driven by our commitment to more effectively provide our students with outstanding pre-professional training and to position and grow our programs across multiple disciplines on the road to a divisional structure:

- Cinema and Television Arts
- Communication
- Journalism
- Performing Arts (all performing arts disciplines on campus)
- Visual Arts

This divisional format will retain the department structure but will allow programs to extend beyond the traditional department boundaries to more accurately reflect the emerging opportunities of the professional environment. In 2008-2009 we will move forward by developing a structure for the first division to take form in the performing arts disciplines. During year one we will begin conversations in the other college departments as well. Our goal is to develop a structure that more readily allows us to facilitate decisions across disciplines on the road to building both breadth and depth in the college.

MCCAMC has in recent years contributed mightily to the CSUN growth engine. We believe we can continue to contribute and build momentum with the recruitment plan that follows.

The college proposes hiring 11 faculty. One position is a carryover from the 2008-2009. The college FTES have grown by 15.35% since 2003-2004. FTES increased by 164 from 2006 to 2007 which is a faculty equivalent of 7.81. Therefore, we request central funding for 8 positions and the college will fund 3. The use of repurposed funds and part time dollars will support the college funded positions. For the 2007-2008 academic year, our attrition and new hires are equal at 6. This is stability not seen in previous years. It is college growth, accreditation demands, retooling of our majors, focus on interdisciplinary curriculum and expansion of our graduate offerings that support our faculty requests.

The College and University both acknowledge that some past practices within the college have not benefited the College. The College wishes to work in partnership with the University to realign expectations regarding University assets the College manages/maintains such as the CSUN Art Galleries, the Armer Theater, the radio station, and the PAC. This realignment is not only tied to the branding of these entities in conjunction with the College and the University, but also the support/resources provided for these venues and respective activities, which should not solely be allocated from the resources provided the College for the delivery of instruction. Such realignment should reposition the College to more effectively and efficiently use resources allocated based on enrollment and instruction for the tasks intended. A new alignment will provide the mechanism for each of the assets named above to be managed appropriately and successfully. The growth and success of these portals to the College and University is inextricably linked to the academic health and welfare of the MCCAMC.