

College: Mike Curb College of Arts, Media and Communications (MCCAMC)

Submitted by: Dr. Lynette K. Henderson

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1. Please check the statements that best describe assessment practices and activities in your college for the academic year 2012-2013.

☒ A faculty member was selected to serve as the college assessment coordinator.

☐ A college assessment committee was developed.

☐ Student learning assessment was discussed with chairs at Administrative Council meetings.

☒ Student learning assessment was presented or discussed at a college wide meeting with faculty.

☐ A college assessment database and/or assessment website was made available.

☐ A college assessment plan was developed or updated if already developed.

☐ One or more college level student learning outcomes (CSLOs) were reviewed.

☐ One or more college level student learning outcomes (CSLOs) were assessed.

OVERVIEW OF MCCAMC ASSESSMENT ACTIVITIES 2012-2013

As in previous years, departments within the Mike Curb College of Arts, Media and Communication (MCCAMC) provide on-going assessment activities that include gateway/capstone courses, cross sectional comparisons, online, hybrid and traditional formats, tests, assignments, focus groups, and other special assessment activities. Reports are written and shared with the Office of Assessment, and department 5-year plans are modified as needed.

The following provides a brief summary of the assessment activities of the six (6) Departments in our College for AY 2012-2013:

- Art
- Cinema TV
- Communication Studies
- Journalism
- Music
- Theater

2. If you have a college assessment coordinator, please list (or attach) the selection criteria and responsibilities for this position.

College Annual Assessment Reporting Form

Assessment related activities during 2012-13

Memo of Understanding for appointment as 2013-2014 [College] Assessment Director (MCCAMC and Dr. Lynette K. Henderson)

- Act as liaison between the University Assessment Director and the Assessment Liaisons of each of the six departments in MCCAMC.
- Keep all College department liaisons informed about University assessment initiatives, requirements, reports, and deadlines. Coordinate all aspects of the assessment process with MCCAMC department assessment liaisons for 2013-2014.
- Provide training to Department Assessment Liaisons on how to create and implement departmental assessment requirements, initiatives and tools needed to carry out ongoing assessment.
- Complete all required College assessment reports, strategic plans and other materials requested by the University Assessment Director by compiling the reports from all individual Department Assessment Liaisons and submitting them to the Associate Dean and Undergraduate Studies. Post this report on the MCCAMC assessment website.
- Update MCCAMC assessment website as appropriate.
- Assist departments by reviewing and editing the assessment sections of their self studies, program reviews and accreditation reports.
- Assist departments with writing and reviewing the assessment portions of documents submitted to University Curriculum Committees being prepared for the purpose of requesting new or modified courses and/or programs.
- Help departments determine how to use previously gathered assessment data to improve courses and programs.

In addition, the college assessment director attends regular University assessment meetings, and any professional development events in assessment, such as the retreat held in spring 2013 at CSU Fullerton.

3. If you have college-level learning outcomes, please list here or attach them to this report. Please underline those that have been modified or added new.

At this time MCCAMC is focused on department level program assessment as the most efficient and concrete method for examining and improving programs, curriculum, teaching practices, use of equipment and resources.

4. If you have a college assessment committee, please answer the following questions.

- a. How were members selected for the college assessment committee?

The liaisons for each department meet as a college to discuss/share department-level assessment activities, issues and any information provided by the university and the college related to assessment activities, reports and online archives.

- b. How often did the college assessment committee meet?

The department liaisons met twice during the year as a group with the college assessment director and the Associate Dean. Dr. Henderson also met 2 or more times with each liaison individually. College Assessment Report is due October 28, 2013. Please submit as a PDF attachment to the Director of Academic Assessment, Dr. Bonnie Paller (bonnie.paller@csun.edu).

to discuss individual projects and any related issues, such as assistance with rubric norming, planning and implementation of assessment assignments with participating faculty.

- b. What are the objectives or purposes of the college assessment committee? (Do you focus on program level assessment, college level assessment or both? Do you provide mentoring to new assessment liaisons?)

MCCAMC focuses on program level assessment within the departments. As mentioned above, the college assessment director meets with the liaisons as a college group, as well as individually. Dr. Henderson functions as a mentor and facilitator for both new and continuing liaisons. In addition to meeting with the college assessment director, all liaisons are encouraged to attend university meetings and required to attend the annual retreat, as schedules allow.

SUMMARY OF ASSESSMENT ACTIVITIES BY DEPARTMENT

ART

There were two main projects conducted by the assessment liaison and committee for the BA program.

Project 1

This gateway-capstone cross-sectional comparison project was completing the second half of an assessment project begun in the previous year. Students from all sections of the gateway Art 200 had been previously tested on portions of basic skills (art SLO 1, identification) and critical thinking (art SLO 3, analysis). The capstone Art 438 courses were tested using the same assignment and rubric. The test was designed by the assessment committee in collaboration with the gateway's coordinating instructor, given to both groups, and then analyzed by the assessment committee using a normed rubric.

Assessment results were utilized to recommend a change in foundation and gateway curricular content; the department is currently discussing the issues with faculty regarding students' final scores, and determining standards for the students in BA program, in these particular skills. The committee is recommending that this type of content be reinforced beginning with foundation, then mid-level and capstone. Discussions are ongoing about this topic. Currently the gateway course has been rewritten as a new course, and will be implemented starting this fall 2014.

Project 2

This pilot project was intended to be another cross-sectional comparison examining the remaining portions of basic skills (art SLO 1, art production), and critical thinking (art SLO 3, problem-solving). The instrument, an art production task, was an already-existing assignment in the gateway Art 200. The coordinating instructor collaborated with the assessment committee to modify the assignment for assessment purposes; the assignment was then given to four sections of the gateway course. The assessment committee collected student work and analyzed a sample set utilizing a rubric that was normed twice, with several discussions. The committee however, could not come to consensus on benchmarks for the criteria during norming;

Use of assessment results: the results are that the rubric for project 2 will be modified and data samples re-analyzed, looking at smaller bytes of information with a more detailed rubric, during the following school year. For details and discussion on related variables see the Art annual report to the college for 2012-2013.

Additional Art Assessment Activities.

1. In addition to the above, faculty in art history is conducting online, traditional and hybrid assessment (HOT project), comparing types of instruction across sections in a foundation-level art history course (Art 112). The area SLO being utilized in this assessment is *"Describe, analyze and write about how meaning is created through form and content in a work of non-Western art."* The project is awaiting another set of data in order to make the comparison; results will be forthcoming in the next annual report.

2. A faculty member in art history is also conducting assessment for the GE Global Studies Path, for Global Studies SLO #3: *SLO 3: "Students will be able to discuss critically the political, economic, socio-cultural and/or historical underpinnings of globalization."* Data from two sections of a foundation-level art history course (Art 112) was utilized; findings on this assessment are included in a 2012-2013 GE Global Path report by the director of this path, Suzanne Scheld of Anthropology.

Art Department 5-year Plan

This is the second year of assessment using a 5-year plan adopted two years ago. The Art Department will be modifying this five-year plan because the committee discovered through assessment activities that Art department program SLOs are complex and multi-faceted. Not all aspects of SLOs 1 and 3, for example, could be assessed in a single activity. Therefore the plan will be paired back into smaller, narrower units for some of the department SLOs.

CTVA (Cinema and Television Arts)

Assessment for 2012-13 in CTVA focused on their SLO#1, for the Media Theory and Criticism Option.

SLO #1: *"Students will understand and articulate the history, theories, and critical models of cinema and the electronic media."* This assessment project was cross-sectional for Gateway/Capstone, utilizing the CTVA-210: Television & Film Aesthetics gateway course. Instruments were a multiple-choice exam given at the end of the semester in the gateway, and a critical analyses final paper assignment, from three Capstone Media Theory 400-level courses: CTVA-412: Analysis of Classic Filmmakers, CTVA-413: Women as Filmmakers, CTVA-415: International Cinema, and CTVA-416: Documentary Tradition. The liaison and committee utilized a standardized rubric for measuring student knowledge.

Results of assessment include the area-wide adoption of a new detailed rubric for creative and analytical writing that clarifies the standards for criteria in critical analysis writing. In addition the Spring 2013 scores will be utilized as a baseline for future assessment of this option's capstone courses.

CTVA 5-year plan.

The 5-year plan in CTVA has been modified and a new copy distributed to the college and university, along with the 2012-2013 annual report.

COMMUNICATION STUDIES

Assessment in this department examined their Program Student Learning Outcome (PSLO) 2: *"Analyze communication practices, structures, messages, and outcomes in a variety of contexts,"* using an authentic task. An assignment was designed that required students to apply a communication theory, method, or concept to a short video, which would allow students to observe both verbal and nonverbal communication. The assessment team selected a five-minute video of highlights from the 2012 second presidential debate between the Democratic and Republican candidates, President Barack Obama and former Massachusetts Governor Mitt Romney, and developed a two-part prompt to encourage students to generate complete answers to both aspects of the question. The team used assessment software to administer the assignments to students in the identified courses. Student responses were evaluated

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using a rubric that consisted of three evaluation categories, taking into account type and quality of response, as well as identification of student class standing, major and non-majors, within the responding groups.

Assessment results are being utilized for improvements in curriculum and instructional practices. As of the date of the department annual report, several faculty members had adapted their courses, syllabi, assignments and teaching. Informal feedback from faculty indicated they are revising course materials and activities, as well as modifying course objectives for clarity and more concrete application.

Additional Assessment Activities

The COMS liaison met with two sections of COMS 150, Introduction to Human Communication. They conducted focus group interviews, following the class, with the intention of assessing the potential role of COMS 150 as a pre- or co-requisite for the major. They asked students a series of questions and took notes on their responses. Students were articulate in their understanding of the field of communication, fulfilling the goals of PSLO 1, regarding the social construction of reality. In addition, the course appeared to function as inspiration for a number of students to become communications majors. These findings are part of upcoming faculty discussions regarding the potential creation of a new major that could include COMS 150 as a pre- or co requisite.

Communication Studies 5-Year Plan

The current 5-year plan proved effective to develop and assess COMS PLO 2, so no revision of the plan has been presented.

JOURNALISM

Journalism's assessment activities had focused on "gateway" and "capstone"-type courses in the past, but shifted in 2012-2013 as a result of several projects spawned by the Department's new strategic plan. The strategic plan focuses mainly on a collaborative model converging their seven student-run media outlets, as the mechanism for developing and implementing new curriculum. Two of those projects were under way as the 2012-13 academic year began, including:

- Fall 2012 – an alliance involving JOUR 350 (Photojournalism) and JOUR 397B (Daily Sundial practicum).
- Spring 2013 – an experimental blend of a "print"-based course, JOUR 310 (Writing, Reporting and Ethics III) and a "broadcast"-based course (JOUR 315 (Reporting for Broadcast).

In addition, the year's assessment process included completion of a key news reporting and writing assignment in the "gateway" skills core course, JOUR 210 (Writing, Reporting and Ethics II). Forty random samples of court stories written by students in two different JOUR 210 classes were assessed to determine if students were meeting the goals of two different but related SLOs (Nos. 1 and 2). The evaluation was also part of the university's Simplifying Assessment project.

Results of Assessment activities: it was discovered through the assessment of student writings about court cases that they were in need of more instruction in particular aspects of writing. The possibility, therefore, of changing course content (with more and/or different emphasis on lead writing) will be discussed among appropriate faculty who teach foundation-level classes so that changes can be implemented as soon as possible.

An "exit-interview" question illustrated that there was a certain level of confusion regarding deadlines, submission procedures, and the overall process with regard to student writing for the Daily Sundial. As a result, the rubric for student contributions has been modified to accommodate submission and publishing requirements.

Additional Assessment Activities

Journalism faculty members were among the initial group of participants in the myCSUNtablet Initiative, beginning in Spring 2013. The Department involvement coincided with an existing Journalism convergence-related initiative, in which faculty and students were using mobile devices and emerging technologies in a variety of classes and projects. Regarding this initiative, faculty have focused on assessment via direct and indirect methods. As this report was written, several Journalism professors were working with Bonnie Paller to develop and use appropriate assessment measurements in both skills and survey courses in which the iPad was the main teaching and learning tool. The outcomes will be used to adjust the use and effectiveness of the iPad in the Journalism courses.

Journalism 5-Year Plan

Assessment activities are continuing, however following the Five-Year Assessment Plan as originally outlined has been stalled by faculty transitions within the Department, as well as the shift in direction department-wide. There will be discussion within the department on how to modify the 5-year plan to accommodate this shift.

MUSIC

Department assessment for the year 2012-2013 consisted of a cross-sectional assessment of the performance areas for the Bachelors of Music and Masters of Music programs, evaluating all students by their performance jury at the end of their freshman year (MUS 1xxB) and middle of their senior year (MUS 4xxA). A representative sample was gathered by area coordinators from the Wind and Guitar performance areas; assessment was conducted using jury forms (standardized rubrics). The SLO being assessed was SLO 2: *“Demonstrate continuing development of individual talent, musical interests, and philosophies to be used creatively to preserve and extend the cultural heritage of music”*. Three evaluators conducted the assessment and scores were averaged.

Results of Assessment: Results of this assessment project showed a slight drop in scores from gateway to capstone. After analysis and discussion, the change that will be implemented is that future assessment for this SLO in these areas will use the jury scores from a cumulative recital project rather than a “penultimate” recital project. It was determined that students considered the cumulative recital project more important, therefore giving it more effort and attention than the recital scores used for this assessment, thus accounting for the dip in capstone scores.

Additional Assessment Activities

Data for incoming M.M. performance students, (who are evaluated using the same rubric) was collected. However, due to a lack of graduating M.M. candidates, the same study that was conducted on B.M. students was not completed. A baseline, however, of a jury score of 92.9 was established for incoming M.M. students. Because the graduate program is only four semesters, we will be able to collect more data in the fall and spring and prepare a longitudinal study on each student’s progress.

Music 5-year Plan

As mentioned above, assessment of the M.M. Program for comparison to capstone in Performance and Music History area is being pushed forward to next year, and a longitudinal study will be developed. In addition, the Music 5-year plan will be revised next year to include the newest program in collaborative piano (M.M only); that program has a first entering class in the fall of 2013.

THEATER

A pilot assessment project relating to an SLO for theater production was planned and conducted in the theater department, in coordination with the liaison and an assessment committee. The liaison and committee met with the college assessment director (Dr. Henderson) for norming of the rubric prior College Assessment Report is due October 28, 2013. Please submit as a PDF attachment to the Director of Academic Assessment, Dr. Bonnie Paller (bonnie.paller@csun.edu).

to conducting the assessment. As of the time of this report, however, no department report on 2012-2013 assessment activities has been filed by the liaison, due to a personal medical emergency.

Theater 5-Year Plan

No changes in the current Theater plan have been reported as of yet.

5. If you assessed one or more of your college level student learning outcomes (CSLOs), please respond to the following questions.

N/A.

- a. What CSLO(s) did you assess and how did you assess it? Include course alignments as well as use of direct and/or indirect assessments.
- b. What were the findings or results of your assessment study?
- c. How will the results or evidence be used to improve program quality?

6. Were any of the Five Big Learning Competencies (critical thinking, written communication, oral communication, quantitative analysis, and information competency) assessed at the college level this year? If yes, what were the results and what are you planning to do with the results?

Assessment at the department levels aligned with the Five competencies in a variety of areas including the following:

- Critical Thinking – Art, CTVA, Journalism, COMS
- Written Communication – Art, Journalism, COMS
- Oral Communication – Music, Journalism, COMS
- Quantitative Literacy – Journalism
- Information Literacy - Journalism