Annual Assessment Report to the College 2011-12

College: _____**Mike Curb College of Arts, Media & Communications**_
Department: ___**Cinema & Television Arts**____
Program: _____**Screenwriting Option**_____
Note: Please submit report to your department chair or program coordinator, the assessment office and to the Associate Dean of your College by September 28, 2012. You may submit a separate report for each program which conducted assessment activities.
Liaison: _____**Dianah Wynter**_____

1. **Overview of Annual Assessment Project(s) (optional)**

1a. **Assessment Process Overview:** Provide a brief overview of the assessment plan and process this year.

   Gateway/Capstone Comparative Assessment Method (Simplified Assessment) Method

2. Student Learning Outcome Assessment Project: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2a. Which Student Learning Outcome was measured this year?

   CTVA SLO 2 -- Conceptualize, structure and write dramatic and non-dramatic scripts for cinema, television and new media.

2b. Does this learning outcome align with one of the following University Fundamental Learning Competencies? (check any which apply)

   Critical Thinking_____
   Oral Communication_____
   Written Communication___√_____
   Quantitative Literacy_____
   Information Literacy_____
   Other (which?)_____

2c. What direct and indirect instrument(s) were used to measure this SLO?

   A rubric was used to assess students' screenplays, measuring them in six categories: Format, Protagonist/Goal, Conflict, Structure, Dialogue and Descriptions. Points were tabulated category by category such that a screenplay could earn up to a total of 100 possible points.

For this year's Annual Assessment of the SLO 2 and the Screenwriting Option, CTVA took advantage of the beta testing of AMEE software (Assessment Made Easy) authored by Dr. Sakile Camara. The AMEE software program provided us the ability to process the raw data in a more meaningful way. (See Addendum B) We understand that there is now a move toward gathering student content in digital formats for assessment purposes and look forward to becoming more familiar with all the functions and features of AMEE.

2d. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (comparing freshmen with seniors)? If so, describe the assessment points used.

Gateway/Capstone Comparative Assessment was utilized. The final screenplay projects from CTVA 220 (Foundations of Media Writing) were compared to the final screenplay projects written in CTVA 425 (Advanced Screenwriting). CTVA 220 is the gateway course that is required of all students in the department, in which students are introduced to the fundamental principles of screen storytelling. The final project is a 20-30-page script, a complete screen story. CTVA 425 is the capstone course in the screenwriting option, required of all screenwriting majors. The final project is a complete, originally conceived feature-length screenplay (typically, 90-130 pages).

2e. Assessment Results & Analysis of this SLO: Provide a summary of how the evidence was analyzed and highlight important findings from collected evidence.

The final projects from four sections of CTVA 220, a total of 75 screenplays, were measured using the rubrics, as were the final projects from two sections of CTVA 425, a total of 37 screenplays. We compared the overall performances from the two groups and found that, as expected, the students in CTVA 425 performed better than those in CTVA 220. The average score of the 220 students was 79 out of 100, and the average score of the 425 students was 87 out of 100. If 79% translates to a letter grade of C+, this indicates that the 220 students performed at a better-than-average level. If 87% translates to a high B or a B+, this indicates that the 425 students performed at a good-to-very-good level. This suggests that CTVA 220 provides a solid introduction to core screenwriting concepts, and that the intermediate level courses taken prior to CTVA 425 serve to reinforce and enhance those concepts, such that by the time screenwriting students reach the capstone level, the students have absorbed the concepts and are able to apply them in a good-to-very-good manner. Surely, though, we should strive for excellence in our student outcomes, so there must be opportunities to improve.

Looking more closely at the rubrics, we observe the following: In 220, 37% of the students scored average or poor in the Protagonist/Goal category (6% poor), 41% scored

average or poor in Conflict (4% poor), 48% scored average or poor in Structure (3% poor), 44% scored average or poor in Dialogue (4% poor), and 47% scored average or poor in Descriptions (21% poor). Of these, the first three are such fundamental concepts that it behooves us to explore methods by which we can strengthen these lessons in 220 such that student outcomes will improve. Dialogue and Descriptions are more difficult concepts; we thus should explore methods to strengthen the pedagogy in these topics in the next course in the sequence, CTVA 320 (Writing for Film and Television). In 425, 22% of the students scored average or poor in the Protagonist/Goal category (3% poor), 19% scored average or poor in Conflict (3% poor), 30% scored average or poor in Structure (0% poor), 22% scored average or poor in Dialogue (3% poor), and 19% scored average or poor in Descriptions (8% poor). Clearly, the significant majority performed at a good-to-excellent level in all these categories, a success of which to be proud, but there certainly is room for improvement. With the assessment-inspired adjustments at the 220 and 320 levels indicated above, student outcomes in 425 likely would improve. Still, there is room to explore the strengthening of the pedagogy in 425, and we will consider methods to do so.

2f. Use of Assessment Results of this SLO: Were assessment results from previous years or from this year used to make program changes in this reporting year?

Type of change:
   On the basis of the first time this SLO was assessed, we saw areas in which the CTVA 220 curriculum could be strengthened and we put those adjustments in place. These were not curriculum modifications. Instead, the screenwriting faculty discussed ways to strengthen our ability to teach certain topics. In particular, we concentrated on building a stronger foundation in Dramatic Structure at the CTVA 220 level.

Have any previous changes led to documented improvements in student learning? (describe)
   The preponderance of "good" or "excellent" performance ratings in this recent round of assessment indicate that these efforts were somewhat successful.

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed. If you did NOT assess another SLO, skip this section.

3. **How do your assessment activities connect with your program's strategic plan and/or 5-yr assessment plan?**

The 2011-2012 Assessment Report coincides with the beginning of a new 5-Year Assessment cycle.

During the last Five Year Plan, it was determined that greater access to computers with screenwriting software was needed. This need has been met with the expansion of the computer labs in Manzanita Hall.

4. **Other information, assessment or reflective activities or processes not captured above.**

APPENDIX A
Closing the Loop
Goals for Honing and Refining Screenwriting Rubric

In addition to assessing our student outcomes, the screenwriting faculty currently is engaged in the act of assessing the very tool used for assessment. Ongoing pedagogical and philosophical discussion likely will lead to a revised rubric when next we assess SLO 2. Among the areas of discussion:

I. Structure
The Aristotelian notion of beginning, middle and end is, in fact, a structural principle that applies to any and all narratives. However, when students attempt to create and implement new forms of structure, they may sometimes deserve to be rewarded rather than punished for their creative approach to storytelling. The screenwriting faculty will explore ways to evaluate student experimentation in structure.

II. Conflict
As professors, it can be constructive for us to point out to our students when conflicts along sexual, racial, or ethnic lines (etc.) perpetuate bias, as opposed to when they accurately show a stage in a character's arc where such issues are called into question. Some students take on conflicts -- whether about gender, race, ethnicity, sexual preference, class or religion of its characters, or global warfare or environmental conflicts, for example -- that challenge pre-existing biases and lead to intellectual, creative and social transformation for their characters, their writing, or the consciousness of their fellow students (when sharing their work in class). This is an issue the screenwriting faculty will discuss in the ongoing development of the rubric.

III. Categories for possible addition
Concept & Research
Students are encouraged to tackle socially significant ideas, but it is not imperative in the department. Some faculty suggest that students be rewarded for pioneering in the field that includes tackling socially conscious ideas, environmental issues or other storylines that haven't been told in a vibrant, compelling manner before, whether by Hollywood or through independent productions.

The Screenplay Rubric in its current form does not quantify originality or implementation of research. These are important creative and academic goals. Important though these issues are, it is difficult to measure them objectively via a rubric. These are judgments that reside in the realm of subjectivity. There will be ongoing discussion of this level of evaluation among the screenwriting faculty.

California State University
Northridge

Mike Curb College of Arts Media and Communication
Department of Cinema Television Art

» Assignment overall ratings on: Capstone Screenplay-Rappaport CTVA 425

Individual Assignment Rating Results Per Participant	
Participant #	Individual Rating Average
1. 849064	21.00
2. 960691	23.00
3. 506977	21.00
4. 906295	22.00
5. 560599	22.00
6. 938593	21.00
7. 728383	18.00
8. 831170	21.00
9. 584238	21.00
10. 396945	21.00
11. 208670	21.00
12. 327196	19.00
13. 612265	20.00
14. 820619	21.00
15. 627947	23.00
16. 481536	20.00
17. 553333	21.00
18. 386376	22.00

Assignment Descriptive Statistics	
Mean	21.00
Mode	21.00
Median	21.00
Standard Deviation	1.24
Variance	1.53
Valid Responses	18
Total Responses	18
Total Responses	19

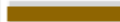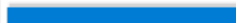| Assignment Score Criteria		
Assignment Score Criteria	Total of participants	Percentage
0-16 Poor	2	10.53%
17-19 Average	10	52.63%
20-21 Good	5	26.32%
22-24 Excellent	2	10.53%
Number of Answers	19	

Mike Curb College of Arts Media and Communication
Department of Cinema Television Art

» Assignment overall ratings on: Capstone Screenplay-Kravsilovsky CTVA 425

Individual Assignment Rating Results Per Participant	
Participant #	Individual Rating Average
1. 339844	17.00
2. 35150	17.00
3. 500610	22.00
4. 658117	19.00
5. 630220	19.00
6. 986675	22.00
7. 381839	20.00
8. 717143	22.00
9. 220072	22.00
10. 516841	23.00
11. 920740	23.00
12. 337392	23.00
13. 214783	20.00
14. 83936	19.00
15. 151539	23.00
16. 223500	24.00
17. 681883	15.00
18. 35153	24.00

Assignment Descriptive Statistics	
Mean	20.78
Mode	23.00,22.00
Median	22.00
Standard Deviation	2.65
Variance	7.01
Valid Responses	18
Total Responses	18

Assignment Score Criteria		
Assignment Score Criteria	Total of participants	Percentage
0-16 Poor	1	5.56%
17-19 Average	5	27.78%
20-21 Good	2	11.11%
22-24 Excellent	10	55.56%
Number of Answers	18	

Dianah Wynter - CTVA Asessment Liaison

California State University

Northridge

Mike Curb College of Arts Media and Communication
Department of Cinema Television Art

» Assignment overall ratings on: Gateway Screenplay-McWilliams CTVA 220

Individual Assignment Rating Results Per Participant	
Participant #	Individual Rating Average
1. 938229	19.00
2. 433582	21.00
3. 808854	21.00
4. 553740	20.00
5. 268540	19.00
6. 442126	18.00
7. 805502	19.00
8. 314539	20.00
9. 469986	16.00
10. 931244	18.00
11. 621674	19.00
12. 86433	20.00
13. 551771	20.00
14. 825573	20.00
15. 606910	21.00
16. 624976	18.00
17. 221206	19.00
18. 165848	22.00

Assignment Descriptive Statistics	
Mean	19.44
Mode	19.00,20.00
Median	20.00
Standard Deviation	1.42
Variance	2.03
Valid Responses	18
Total Responses	18

Assignment Score Criteria		
Assignment Score Criteria	Total of participants	Percentage
0-16 Poor	1	5.56%
17-19 Average	8	44.44%
20-21 Good	8	44.44%
22-24 Excellent	1	5.56%
Number of Answers	18	

Mike Curb College of Arts Media and Communication
Department of Cinema Television Art

» **Assignment overall ratings on: Gateway Screenplay-Garcia CTVA 220**

Individual Assignment Rating Results Per Participant	
Participant #	**Individual Rating Average**
1. 97299	23.00
2. 350432	21.00
3. 691482	21.00
4. 861390	15.00
5. 578383	13.00
6. 446184	23.00
7. 258801	12.00
8. 359231	24.00
9. 194120	20.00
10. 972502	18.00
11. 706759	20.00
12. 261111	17.00
13. 846829	15.00
14. 508876	16.00
15. 852400	20.00
16. 7471	13.00
17. 471542	19.00
18. 877907	16.00
19. 100447	18.00

Assignment Descriptive Statistics	
Mean	18.11
Mode	20.00
Median	19.00
Standard Deviation	3.57
Variance	12.77
Valid Responses	19
Total Responses	19

Assignment Score Criteria		
Assignment Score Criteria	**Total of participants**	**Percentage**
0-16 Poor	7	36.84%
17-19 Average	4	21.05%
20-21 Good	5	26.32%
22-24 Excellent	3	15.79%
Number of Answers	19	

Mike Curb College of Arts Media and Communication
Department of Cinema Television Art

» Assignment overall ratings on: Gateway Screenplay-Portnoy CTVA 220

Individual Assignment Rating Results Per Participant	
Participant #	Individual Rating Average
1. 406828	20.00
2. 291188	19.00
3. 420540	19.00
4. 181584	20.00
5. 258661	20.00
6. 628406	19.00
7. 551546	20.00
8. 659588	19.00
9. 822079	23.00
10. 812505	19.00
11. 744207	22.00
12. 940941	21.00
13. 266737	21.00
14. 756404	23.00
15. 109779	20.00
16. 380081	20.00
17. 62809	23.00
18. 941526	20.00

Assignment Descriptive Statistics	
Mean	20.44
Mode	20.00
Median	20.00
Standard Deviation	1.42
Variance	2.03
Valid Responses	18
Total Responses	18

Assignment Score Criteria		
Assignment Score Criteria	Total of participants	Percentage
0-16 Poor	0	0%
17-19 Average	5	27.78%
20-21 Good	9	50%
22-24 Excellent	4	22.22%
Number of Answers	18	

California State University

Northridge

Mike Curb College of Arts Media and Communication
Department of Cinema Television Art

» Assignment overall ratings on: Gateway Screenplay-Potts CTVA 220

Individual Assignment Rating Results Per Participant	
Participant #	Individual Rating Average
1. 579032	18.00
2. 171647	21.00
3. 422035	20.00
4. 72683	19.00
5. 743370	19.00
6. 753175	20.00
7. 29456	18.00
8. 528428	18.00
9. 341326	19.00
10. 934887	19.00
11. 801846	21.00
12. 800444	18.00
13. 900061	19.00
14. 353614	20.00
15. 455231	15.00
16. 258947	15.00
17. 65658	22.00
18. 360981	22.00
19. 184072	19.00

Assignment Descriptive Statistics	
Mean	19.05
Mode	19.00
Median	19.00
Standard Deviation	1.90
Variance	3.61
Valid Responses	19
Total Responses	19

Assignment Score Criteria		
Assignment Score Criteria	Total of participants	Percentage
0-16 Poor	2	10.53%
17-19 Average	10	52.63%
20-21 Good	5	26.32%
22-24 Excellent	2	10.53%
Number of Answers	19	