Program: BA Digital Media

Department: Communication Studies

Number of students enrolled in the program in Fall, 2011: 115

Faculty member completing template: Jenny Stark (Date: 1/26/2012)

Period of reference in the template: 2006-07 to present

1. Please describe your program’s learning-outcomes trajectory since 2006-07: Has there been a transformation of organizational culture regarding the establishment of learning outcomes and the capacity to assess progress toward their achievement? If so, during which academic year would you say the transformation became noticeable? What lies ahead; what is the next likely step in developing a learning-outcomes organizational culture within the program?

At a summer 2011 retreat, the Department of Communication Studies met to discuss the need to revise our assessment plan. We decided that the existing assessment plan was outdated, labor intensive and no longer fully reflected our expectations for what we want students to know upon graduating from our program.

As a result of the retreat, we shifted a majority of the day-to-day information covered in faculty meetings to the listproc in order to spend our regularly scheduled faculty meetings focusing on assessment. As a result of this shift, we were able to spend all of our normally scheduled Fall 2011 meeting times devoted to assessment. Starting from the ground up, we revamped most of our learning outcomes and completely changed the methods used to collect data. We shifted from using portfolios to using new rubrics. Using AAC&U’s rubrics as a guide, we created rubrics specific to Film and Digital Video Production, a highly specialized professional area. We brought in our rubrics that we currently use in our courses and aligned them with those of the AAC&U and updated them to reflect current practices in the industry. Finally, we aligned the Film/Digital Video learning outcomes with those of the general Communications major as much as possible.

Our efforts enabled us to produce outcomes that are assessable, align with the Baccalaureate Learning Goals and use appropriate rubrics. The revised data collection process is sustainable, less labor intensive and relies on the efforts of a broad cross-section of faculty, rather than a small committee. All of our learning outcomes were created with assistance from the University Assessment Coordinator (Amy Liu).

Our efforts have resulted in a faculty that is more engaged in the assessment process. We collected pilot data in Fall 2011 to reflect the changes in the assessment plan. Additional data will be collected in Spring 2012.

2. Please list in prioritized order (or indicate no prioritization regarding) up to four desired learning outcomes (“takeaways” concerning such elements of curriculum as perspectives, specific content knowledge, skill sets, confidence levels) for students completing the program. For each stated outcome, please provide the reason that it was designated as desired by the faculty associated with the program.

Goal 1: Students will have knowledge of digital video discipline principles and practices:

Demonstrate a mastery of general discipline knowledge: Understand contemporary practices in digital video and cinema; identify the historic development of media and film in its evolution into digital forms.
Goal 2: Students will communicate effectively in a variety of contexts.

Demonstrate mastery of video communication: Use appropriate organizational strategies, include evidentiary support material; show proficiency in written English, including proper spelling, grammar and punctuation.

Demonstrate proficiency in interpersonal and small group communication: work effectively as part of a team and apply appropriate conflict management skills

Goal 3: Students will think critically when constructing and consuming messages.

Demonstrate higher-level thinking through interdisciplinary video and film critique: Analyze messages in film and video; evaluate the aesthetics of media productions; explain the values, ideologies and cultural influences in cinematic messages.

3. For undergraduate programs only, in what ways are the set of desired learning outcomes described above aligned with the University’s Baccalaureate Learning Goals? Please be as specific as possible.

The department’s learning outcomes for this program aligns nicely with the BLGs. The BLGs include five areas and the outcomes adopted for this program overlap with four of them, including: Competence in the Discipline, Intellectual and Practical Skills, Personal and Social Responsibility and Integrative Learning.

Particular emphasis is placed on Competence of discipline (see for example learning outcome 2 in question 2) Intellectual and Practical Skills (see Goal 1, Goal 2 and Goal 3) Integrative Learning see (Goal 3)

4. For each desired outcome indicated in item 2 above, please:

   a) Describe the method(s) by which its ongoing pursuit is monitored and measured.

   Students will have knowledge of digital video discipline principles and practices:

   For this learning outcome all senior projects created in ComS 185 Senior Video Practicum will be scored on a rubric consisting of the following dimensions: Cinematography, Sound, Video Editing and Post Production technique. Each dimension is scored on a 5 point scale that ranges from a value of “0” indicating that it does not meet the benchmark to “4” indicating Capstone or complete proficiency. (See Appendix A)

   Students will communicate effectively in a variety of contexts.

   Demonstrate mastery of video communication: A Component of the rubric used to assess the Senior Projects in Coms 185, Senior Video Practicum, will be used to determine the students’ ability to communicate with video. We will be assessing the videos based on clarity of concept, the proper use of cinematic conventions to convey meaning and story structure. Each dimension is scored on a 5 point scale that ranges from a value of “0” indicating that it does not meet the benchmark to “4” indicating Capstone or complete proficiency. (See Appendix A)

   Show proficiency in written English, including proper spelling, grammar and punctuation. For this learning outcome, papers from upper-division students Coms 121 Media Aesthetics will be randomly selected and assessed. The assessment rubric that will be used is comprised of five dimensions that include: clarity of writing, thesis statements, organization, appropriate evidentiary support material and employment of grammar conventions. (See Appendix C)
Demonstrate proficiency in interpersonal and small group communication. Work effectively as part of a team and apply appropriate conflict management skills. For this learning outcome we will be looking at successful completion of senior projects, peer review surveys and surveys given to internship supervisors.

Beginning in Spring 2012, we will be distributing a peer review survey in ComS 128, Non Studio Video Production and in ComS 185 Senior Video Practicum. This survey will assess students’ ability to communicate effectively, share responsibilities and properly manage time.

We have also created a survey to be handed out to internship supervisors assessing the students’ professionalism and ability to navigate the collaborative world of video production. (See Appendix B)

Goal 3: Students will think critically when constructing and consuming messages. A random sampling of papers from Coms 121 Media Aesthetics will be used to assess the students’ ability to critique film, analyze mediated messages and explain the values, ideologies and cultural influences in cinematic messages.

b) Include a description of the sample of students (e.g., random sample of transfer students declaring the major; graduating seniors) from whom data were/will be collected and the frequency and schedule with which the data in question were/will be collected.

All data is a random sampling of program majors. Data collected is spread across the entire academic year. All learning outcomes are included in the annual data collection.

c) Describe and append a sample (or samples) of the “instrument” (e.g., survey or test), “artifact” (e.g., writing sample and evaluative protocol, performance review sheet), or other device used to assess the status of the learning outcomes desired by the program.

We will be using two rubrics and two surveys for assessment purposes. 2 Rubrics and one survey are attached to this document and one survey is in development.

d) Explain how the program faculty analyzed and evaluated (will analyze and evaluate) the data to reach conclusions about each desired student learning outcome.

The department began a pilot study of the assessment plan in Fall 2011. Data has been collected and will be reviewed by the entire faculty in Spring 2012. Additional data is being collected in Spring 2012, which will cover all learning outcomes presented here.

5. Regarding each outcome and method discussed in items 2 and 4 above, please provide examples of how findings from the learning outcomes process have been utilized to address decisions to revise or maintain elements of the curriculum (including decisions to alter the program’s desired outcomes). If such decision-making has not yet occurred, please describe the plan by which it will occur.

As indicated in this document, the department is in the process of collecting data to reflect the refined learning outcomes that were approved in Fall 2011. In Spring 2012, the entire faculty will meet to review collected data on all of the learning outcomes. We will review the data and discuss any perceived deficiencies in the department. We expect that any changes to curriculum deficiencies will be implemented in Fall 2012.

6. Has the program systematically sought data from alumni to measure the longer-term effects of accomplishment of the program’s learning outcomes? If so, please describe the approach to this information-gathering and the ways in which the information will be applied to the program’s curriculum. If such activity has not yet occurred, please describe the plan by which it will occur.
The department has not previously gathered data from alumni in a systematic way. We have some unofficial data available to us based on the public nature of many of our graduates' work, such as successful work on Television, at local production houses and students' admittance into graduate programs. Currently, the Film program and The Hornet Film Society are tracking the success of our alumni publicly on the Film Website and through social networking. A summary of our students' achievements will be presented as part of assessment document.

7. Does the program pursue learning outcomes identified by an accrediting or other professional discipline-related organization as important? Does the set of outcomes pursued by your program exceed those identified as important by your accrediting or other professional discipline-related organization?

The program does not pursue learning outcomes identified by an accrediting institution, but we incorporate industry standards outlined by National Association of Broadcasters and the American Society of Cinematographers.

8. Finally, what additional information would you like to share with the Senate Committee on Instructional Program Priorities regarding the program's desired learning outcomes and assessment of their accomplishment?

The department of Communication has made great progress in adapting our Learning Outcomes to the BLGs. Working with the University Assessment Coordinator during all iterations was helpful in refining our expectations. It is a priority for the University to maintain this support and it was invaluable in our Departments.
## APPENDIX A: VIDEO PRODUCTION RUBRIC

<table>
<thead>
<tr>
<th>Cinematography</th>
<th>Capstone 4</th>
<th>Milestones 3</th>
<th>Milestones 2</th>
<th>Benchmark 1</th>
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<tr>
<td>Framing, Lighting and Camera moves demonstrate strong technical skill and aesthetic awareness. The use of this technique creates a mood appropriate to the meaning of the video.</td>
<td>Demonstrates adequate technique in all areas of cinematography and consideration was taken to use cinematography to create a mood appropriate to the meaning of the video.</td>
<td>Demonstrates awareness of cinematographic technique and mood, but there are significant limitations in technical skill.</td>
<td>Over 50% of the cinematography is poorly framed, haphazard, or has improper lighting. The camera work distracts from the video.</td>
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| Sound | Demonstrates skill in audio production and post. Sound levels are correct and the sound design creates an appropriate mood for the video. | Demonstrates adequate skill in audio production with few errors. For the most part sound levels are correct and the sound design contributes somewhat to the mood of the video. | Demonstrates an attempt at proper audio production, proper sound levels and appropriate sound design. | Demonstrates minimal attention to audio production, proper sound levels and appropriate sound design. |

| Editing and Post | Transitions are smooth, the rhythm of the cuts is appropriate to each scene, Effects are well rendered and compliment the project. | Transitions are adequate, for the most part there is consideration taken to insure that the rhythm of the cuts is appropriate to each scene and that effects are well rendered. | Demonstrates an attempt at smooth transitions, appropriate rhythm and well rendered effects. | Minimal attention and/or competence in the area of editing smooth transitions, appropriate rhythm and well rendered effects. |

| Communication | Demonstrates a thorough understanding of time-based structure, concept and target audience. | Demonstrates adequate understanding of time-based structure, concept and target audience. | Demonstrates an attempt at time-based structure, concept and target audience. | Minimal attention to time-based structure, concept and target audience. |

| Dramatic Question | Story realization is dramatically different from the expectation. | Realization differs noticeably from the expectation. | Realization barely differs from expectation. | Realization and expectation do not differ. |
APPENDIX B: INTERNSHIP SURVEY

California State University, Sacramento
Digital Video and Film Internship Form
Supervisor's Evaluation of Intern

Intern: _______________________________________________________
Organization: _______________________________________________________
Supervisor: ___________________________ Title: ______________________

1. Please indicate the total hours completed by the intern at the end of the internship:
   50  100  150  200  250  300

2. This intern was employed from: ____/____/_____ to ____/____/_____.

3. How valuable has this internship been for your organization?
   very valuable     valuable         not very valuable

4. Please rate the qualities of the intern's performance using the scale provided

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<th>Excellent 5</th>
<th>Very Good 4</th>
<th>Good 3</th>
<th>Poor 2</th>
<th>N/A</th>
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<tbody>
<tr>
<td>A. Interpersonal /Group competence</td>
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<td>(Relates well to other crew-members/co-workers, clients and public)</td>
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<td>B. The Student is competent in all applicable areas of digital video</td>
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<td>including pre-production, production and post production.</td>
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<td>C. Professionalism (Dresses appropriately, is punctual, displays positive attitude and confidence)</td>
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<td>D. Critical thinking competence</td>
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<td>(Solves problems resourcefully and creatively)</td>
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<td>E. Commitment to work (Accepts and follows through on assigned tasks)</td>
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<td>F. Student demonstrates an understanding of contemporary practices in digital video and film.</td>
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<td>G. Innovation and Creativity of Student</td>
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Appendix C: Written Communication Value Rubric
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<tr>
<th>Component</th>
<th>Rubric</th>
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<tbody>
<tr>
<td>Organization of ideas</td>
<td>1</td>
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<tr>
<td>Clear and Thorough</td>
<td>2</td>
</tr>
<tr>
<td>Effective, Concise, and Engaging</td>
<td>3</td>
</tr>
<tr>
<td>Written Communication Value Rubric</td>
<td>4</td>
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</tbody>
</table>

Explain why the written communication is effective or not. Consider the clarity, conciseness, and engagement of the content. Comment on the structure, organization, and overall value of the written communication.