Annual Assessment Report to the College 2009-2010

College: Mike Curb College of Arts, Media and Communications

Department: Cinema and Television Arts

Program: Electronic Media Management Option

Note: Please submit report to your department chair or program coordinator and to the Associate Dean of your College. You may submit a separate report for each program which has conducted assessment activities.

Liaison: Jared Rappaport, Dianah Wynter

1. Overview of Annual Assessment Project(s)

1a. Assessment Process Overview: Provide a brief overview of the intended plan to assess the program this year. Is assessment under the oversight of one person or a committee?

We have assessed two mid-level courses, one advanced course and internships in the Electronic Media Management Option: CTVA 305 “History of Broadcasting”, CTVA 384 “Electronic Media Advertising”, CTVA 482 “Television Network Program Development” and CTVA 494 A-F “Internships”.

The department liaison worked with the option head of the Electronic Media Management Option to assess the student learning objective “to operate and manage business structures, personnel, budgets, advertising, sales, research, and regulation of independent, studio and network electronic media.”

See CSUN University Catalogue 2008-2010 Page 161
Assessment in Cinema and Television Arts is currently under the oversight of Jared Rappaport and Dianah Wynter

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 Departmental Student Learning Outcome was measured this year?

“to operate and manage business structures, personnel, budgets, advertising, sales, research, and regulation of independent, studio and network electronic media.”

### 2b. What assessment instrument(s) were used to measure this SLO?

One section of CTVA 305 Fall 2009 and one in Spring 2010 were selected for assessment. The instructor administered an entrance exam at the first class meeting of each semester before any instruction. Each student answered a 100-question exam. The total number of entrance exams was 245. That same exam was administered at the end of the semester.

One section of CTVA 384 Fall 2009 and Spring 2010 was selected for assessment. The instructor administered an entrance exam at the first class meeting of each semester before any instruction. Each student answered a 100-question exam. The total number of entrance exams was 110. That same exam was administered at the end of the semester.

One section of CTVA 482 Fall 2009 was selected for assessment. The instructor administered an entrance exam at the first class meeting of each semester before any instruction. Each student answered a 100-question exam. The total number of entrance exams was 35. That same exam was administered at the end of the semester.

Additionally, the interns’ supervisors’ evaluation reports were collected and assessed for Fall 2009 and Spring 2010 as assessment tools for the interns. The total number of interns’ supervisors’ evaluation reports were 395.

### 2c. Describe the participants sampled to assess this SLO:

The students are all majors/minors/graduate students in the CTVA department and have at least Junior standing. All students in each section were included as part of the sample.

### Course Description and Student Learning Objectives

**CTVA 305 History of Broadcasting**

This course offers students the opportunity to gain a fundamental understanding of the origins and development of the broadcast media, including the topics of financial support, influence in society, and changes in the future.
This course also offers students the opportunity to learn “to operate and manage business structures, personnel, budgets, advertising, sales, research, and regulation of independent, studio and network electronic media.”

**CTVA 384 Electronic Media Advertising**
This course is part of the CTVA Electronic Media Management Option where students learn “to operate and manage business structures, personnel, budgets, advertising, sales, research, and regulation of independent, studio and network electronic media.” CSUN University Catalog 2008-2010, p. 161.

This course covers the varied aspects of Electronic Media Advertising with focus on Television, Radio and the Internet. Each medium will be discussed in terms of programming or content, structure, operations, media sales, audience research and research applications. We will examine how media are evaluated and employed as platforms for advertising. Guests may participate in one or more of the lecture sessions.

**Student Learning Objectives:**

1. provide a basic understanding of electronic media in today’s advertising and entertainment marketplace in terms of economics
2. utilization of individual electronic media (a) as sources of entertainment and information to consumers, and (b) as platforms for advertising to these consumers
3. comprehension of the mechanics of media advertising sales.

**CTVA 482 Television Network Program Development**
This course is a production facility-based study of the processes, problems, and strategies involved in the development of broadcast/cable network programs from inception to completion. This course also offers students the opportunity to learn “to operate and manage business structures, personnel, budgets, advertising, sales, research, and regulation of independent, studio and network electronic media.”

**Student Learning Objectives:**

1. To critically examine the development of network programs.
2. To learn professional business practices within a professional setting.
3. To understand the course material through lectures and examinations.
4. To learn critical thinking, organizational skills, and self-motivation/initiative through creating the written projects.

5. To operate and manage business structures, personnel, budgets, advertising, sales, research, and regulation of independent, studio and network electronic media."

**CTVA 494 A-F Internships**
The goal of the CTVA Internship Program is to instill in students the knowledge, expertise, and creative skills that will allow them to pursue their goals in the fields of cinema, television, screenwriting, management, radio, and multimedia. The CTVA Internship Program promotes the critical, analytical, creative, ethical, and conceptual thinking that will enrich the students’ professional career paths.

**Student Learning Objectives:**
1. To demonstrate the core skills and degree-specific Student Learning Outcomes;
2. To integrate core skills into a culminating capstone experience within an organizational / business setting;
3. To demonstrate technological literacy;
4. To process information from a variety of sources;
5. To distinguish between fact and opinion;
6. To apply knowledge in making decisions and solving problems;
7. To read and comprehend material;
8. To speak and write coherently;
9. To understand diverse cultures, lifestyles, and viewpoints;
10. To develop alliances with the community to advance the educational, intellectual, artistic, civic, cultural, and economic goals of its members.

The entrance exams for CTVA 305 are from a required course. The other courses are not required of the majors.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students in CTVA 305, 384, and 482, were given an entrance exam that contained verbatim sections of exams used throughout each course. There was no distinction between the information/materials referred to in the entrance exam and the course exams. These same exams were also used as exit exams to assess what the students knew going in, versus what they had learned during the course of the semester.</td>
</tr>
</tbody>
</table>
2e. Assessment Results & Analysis of this SLO: Provide a summary of how the data were analyzed and highlight important findings from the data collected.

CTVA 305
Entrance Exam Average: 55%
Exit Exam Average: 71%

CTVA 384
Entrance Exam Average: 70%
Exit Exam Average: 70%

CTVA 482:
Entrance Exam Average: 55%
Exit Exam Average: 73%

For these courses, not the internships, the entrance exams suggest that the majority of the students had minimal knowledge regarding Broadcast History, and Network Television Program Development when they entered the class. The students had a relatively high knowledge base upon entering Electronic Media Advertising, perhaps because of the exposure they already get in this media saturated society.

An improvement of 29-33% on the course exams for the other two courses demonstrates that the students did learn course material. For the 384 course, we feel that the assessment tool did not adequately assess the learning that the students came away with. We will, though, re-examine not only the testing procedure, but the course materials and curriculum as well, to determine if this class is adequately living up to its student learning objectives, then amend the course accordingly.

For the internships evaluations, 96% of the interns received “excellent” evaluations. These evaluations are not a sample; they are a required document from the internship supervisors. 3% received a “good” evaluation. 1% received a “fair” evaluation.

***

Students who transfer in the CTVA Department with 100+ units are routinely advised to choose the CTVA-EMMGT Option since this option has virtually only large lecture sections and can accommodate students for timely graduation dates, whereas the other CTVA Options very probably cannot.
These 100+ units transfer students often have little interest in the option or in the major. They are solely interested in graduating. Their influence in entrance/exit exams has not been identified in detail.

Although the EMMGT Option historically has had no prerequisite structure other than CTVA 100, a Recommended Course Schedule has been created.

The vast majority of CTVA interns in the EMMGT Option, however, find positions in the electronic media management areas: programming, research, operations, development and sales. Their excellent evaluations by their supervisors point to a solid preparation that the entrance/exit exams do not reveal.

2f. Use of Assessment Results of this SLO: Think about all the different ways the results were or will be used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO’s, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of how the assessment results were or will be used.

Based on the assessment results the students in the courses gained adequate knowledge of the course material. When compared with the internship supervisors’ evaluations, that are overwhelmingly excellent, the contrast is obvious. Hands-on work experience in a professional setting is more engaging and challenging for the students. Issues of working on a movie lot when compared to working in a classroom are revealed here. Our students have professional career goals that match the internships opportunities. Enthusiasm for internship experience vs. classroom work is entirely different. Also, we think that perhaps the exams need revision as indicators of students’ retained knowledge. So the entire assessment tools would have to be rethought the next time we attempt this.

3. How do your assessment activities connect with your department’s strategic plan?

Our strategic plan has been established in our Five Year Plan. We are following that plan and are on target.

Long-Term Goals and Challenges
• The option needs a minimum of two full-time faculty.
• The professionalism of the option should be maintained by encouraging industry persons to teach in both full-time and part-time capacities.
• The implementation of a portfolio-type or writing proficiency exam-type gate keeping mechanism should be considered. It could serve to reduce the number of students who reluctantly choose the option, and increase the number of students with media management career goals who enthusiastically select the option.
4. Overall, if this year’s program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.  

   | The assessment evidence did not point towards a requirement for new resources. |

5. Other information, assessment or reflective activities not captured above.  

   | Due to the contrast between the assessment evidence of the classes and the internships, it would seem that the courses should closely mimic internship experience. |

6. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.  