

Academic Year 2010-2011 Assessment Report

Program in Communications, Media Arts and Theatre

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Outcomes:

1. Students will demonstrate a mastery of fundamental techniques of writing for media.
2. Students will demonstrate a fundamental mastery of television through all phases of the production process.
3. Students will demonstrate a fundamental mastery of radio through all phases of the production process.
4. Students will demonstrate understanding of the role of media in society.
5. Students will demonstrate understanding of important issues in media ethics.

Method of Assessment:

1. Comprehensive Exams administered to graduating seniors. Individual exams in 5 subject areas of Video Field Production, Studio Television, Radio/Audio, Writing for Media and Theory/History of Media were administered. Passing is 75%.
2. Student self-assessment survey distributed to graduating seniors.
3. Evaluations of student internships by internship supervisors.

Assessment Finding/Interpretations/Conclusions

ASSESSMENT INSTRUMENT #1

COMPREHENSIVE EXIT EXAM - Test Date: Spring 2011

The following results were obtained from students taking the CMAT Assessment Exam:

Six graduating seniors completed the exam. Five of those six students passed the exam, with cumulative scores of 75% or more. One student's cumulative score was 71%. Here are the pass rates according to subject area.

Exam #1: Video Field Production

Pass Rate: 6 out of 6 students passed

Exam #2: Studio Television

Pass Rate: 5 out of 6 students passed

Exam #3: Writing for Media

Pass Rate: 6 out of 6 students passed

Exam #4: Radio/Audio

Pass Rate: 1 out of 6 students passed

Exam #5: Media Theory and History

Pass Rate: 4 out of 6 students passed

**ASSESSMENT INSTRUMENT #2
STUDENT SELF-ASSESSMENT SURVEY**

**Responses to Student Self-Assessment Survey
Communications, Media Arts and Theatre - May 2011**

6 students completed the survey.

- 4 were transfer students from other institutions
- 2 students started as first semester freshmen at CSU

All 6 of the students who completed the survey were seniors.

Participation in practicum/internship activities:

CSU-TV: 3

CSU-Radio: 0

CSU Theatre: 1

National Black Theatre Festival: 0

Media internship: 4

1 student had not yet participated in any extra-curricular activities, only a practicum

Students said they learned a variety of things from these activities such as professionalism, job skills, and additional skills related to operating equipment.

Equipment Checkout Services:

3 students indicated the checkout services were satisfactory, and they had no complaints.

2 students noted that checkout services improved over their time in the program.

A student reported that the check-in staff did not check over the equipment when another student checked it in, because bulbs in lights were broken.

One student noted that more equipment is needed, another that more hours of availability are needed.

One student noted that Monique is very knowledgeable.

CMAT Office Staff:

All 6 responding students were highly satisfied with the service they received from the office staff, in that the staff was helpful and available.

CMAT Advisors:

All responding students indicated they were pleased with the advising.

2 transfer students noted some early frustrations with advising process, but indicated that advising became more available and clear.

Factors hampering students from graduating on-time.

1 – transferring credits from other universities

1 – low GPA

2 – change in major

2 – working too many hours outside of school

2 – inability to get financial aid or pay for school

1 – problems passing the Math or English Qualifying Exams

1 – medical problems

What services could the University provide to help you graduate?

“Better evaluation system”

“Required semester meetings with advisor.”

“The university should provide more advisors. There should be a CMAT job placement service.”

“Tutoring, [and] a way to find me more money.”

“[A] way to know which classes flow together. For example two hard courses and two easy classes.”

What do you like about the CMAT program?

“Hand-on experience.”

“The closeness of all the students and teachers.”

“The CMAT program taught me that I can become someone and famous by hard work and determination. I also got to meet Herb Kent and Troi Tyler.”

“I like CMAT program professors because they are knowledgeable and have experience in the field.”

“They are interesting.”

“Everything, I especially like audio and public relations.”

What changes would you like to see in the CMAT program?

1 student had no response

“The CMAT department becoming more known around the university.”

“I would like to see more student participation in class.”

“I would like to see more assistance with CMAT career placement.”

“A distinct difference between each course. They seem repetitive.”

“Nothing that I can think of right now, because you have upgraded all the your equipment. Maybe more internships for public relations.”

What changes would you like to see in the university?

1 student had no response

“CMAT department becoming more known around the university.”

“I would like to see more professionals in classrooms giving speeches.”

“I would like to see a CSU magazine and monthly newsletter. I would also like to see more CSU-TV and WCSU radio advertisement.”

“The changes are occurring now so I will see how those pan out.”

“Offer more bridge programs with other universities & abroad programs with other countries in broadcasting.”

Student Self-Assessment of Classroom Study Skills

I purchase books assigned for my classes:

3 All of the time

2 Most of the time

1 Rarely

I do the assigned reading for my classes:

6 All of the time

I arrive on-time for class:

5 All of the time

1 Most of the time

I miss class:

2 Never

2 Rarely

2 Sometimes

I turn in my assignments:

6 All the time

I turn in my assignments late:

5 Never

1 Rarely

Student Access to Communications Technology in the Home

Technology in the home	Yes	No
Computer	5	1
Printer	5	1
Internet	5	1
Blackberry	0	6
I-Pod or MP3	5	1
HD-TV	6	0

Cable TV 5 1

5 students have Face Book pages, and one said s/he did not.

Number of hours students work each week on school readings, projects and assignments.

Hours	Number of Students Choosing Category
2	0
3	1
4	0
5	1
6	0
7	0
8	1
10 or more	3

Number of hours students work at a job each week:

Hours	Number of Students
0	0
1 to 10	0
10 to 15	1
15 to 20	1
20 to 25	1
25 to 30	2
30 to 40	1

Number of dependents the students are responsible for (minor children, elderly or disabled):

4 students had 0 dependents
2 students had one or more dependents.

Student registration patterns:

2 students registered for more than 15 credit hours each semester
1 student registered for 18 credit hours in Fall and 6 credit hours in Spring
1 student registered for 15 credit hours in Fall and 21 credit hours in Spring
1 student registered for 12 credit hours in Fall and 12 credit hours in Spring
1 student registered for less than the above

ASSESSMENT INSTRUMENT #3

EVALUATIONS BY INTERNSHIP SITE SUPERVISORS

We were pleased at the overwhelmingly positive responses of internship site supervisors as to the quality of our CMAT interns. Our students performed consistently well in their internships receiving grades of A and B. All of the internship site supervisors agreed to continue to host CSU-CMAT students as interns. Students were placed at Power 92, WGCI-FM, Big Shoulders -- a video production company, the Judge Mathis Show, North Lawndale Community Newspaper, BET, WBEZ-Radio and Fox News, among others.

Over 100 companies have placed CMAT interns.

Decision Making Using Findings

The Student Self-Assessment Survey was completed by 6 CMAT graduating seniors. Their overall responses were positive. Most of their comments noted their improved experiences with classroom equipment, program advisors, and office staff with each semester that they spent in the program.

Technological advancements in the form of high definition television formats, mandated by the federal government for June 2009 represent the biggest challenge to our program. The university did approve the purchase of 4 HD field production cameras and new HD editing software. This new equipment will bring our field production training up to date and will have a strong positive impact on student learning.

We have upgraded nearly all of our production equipment in the Television Studio to the new HD standards. As anticipated most students noted that the new equipment did address their concerns about the need for state of the art equipment. Moreover, we have purchased and installed new sets and furniture for news, talk show, and chroma-key (also known as green screen) productions.

The audio labs and WCSU radio station have been similarly upgraded. In WCSU, the installation and use of the MediaTouch automatic playback software as well as a new audio board that allows for navigating between MediaTouch, CD players, mp3 players, telephone callers, and/or laptop computers during radio shows have combined to revitalize the students' radio practicum experience. Troi Tyler's guidance with respect to best industry practices has greatly improved student participation in the radio station as well as the radio station's presence on campus.

Since 2009, we have also been in discussions with the athletics program and have submitted proposals to fund a CSU student production group who could shoot the CSU games as a hands-on training experience. Northwestern University does something similar to this with their graduate students. NU graduate students produce a half hour news program at Northwestern's McCormick Tribune television studio and then air the tapes on WYCC on Sunday nights at 11:30 PM. In Fall 2010, CSU-TV student members have been working with staff and faculty advisors to develop a news program, by starting with developing student contributors and crew. They have met to produce CSU-TV programming at least twice a month since then. They are working with station manager Devin Washington to expand the amount of student productions aired on CSU-TV.

The hiring of Miguel Nieves as engineer for our media production and computer-based production facilities has greatly improved the functioning of all the facilities, namely WCSU, CSU-TV, the audio editing labs, TV studio, and video editing labs. Instructors have noted how well equipment is set up and ready for instruction as well as for student projects.

The reorganized program, implemented in Fall 2009 has five core requirement areas for all CMAT majors in production, writing, theory/history, support courses, and professional preparation and three choices of concentration: Media Production, Communications/Public Relations and Theatre. We believe that this new curriculum has helped us increase the scores of the assessment exams. In line with the curriculum reorganization, new faculty members are needed in TV studio production, digital journalism, and theatre to replace those tenured instructors who have retired and/or resigned to take other jobs. After teaching part-time in the CMAT program since January of 2009, Fatimah N. Muhammad, PhD began as a tenure-track faculty member in Fall 2010, teaching TV studio production and other media studies courses. Hiring for at least the two other unfilled faculty lines is urgently needed to continue the progress in the program and keep up with the increase in CMAT majors, now numbering 143, a 40% increase over the last three years.

Demonstrated Improved Learning

We have consistently high scores given by internship site supervisors indicating that CMAT students are well prepared for the job market.

CMAT major, Russelyn Williams graduated summa cum laude and gave the December 2010 commencement address.

Moreover, two CMAT graduates have been admitted graduate film school programs at the University of Southern California and the American Film Institute in Los Angeles.

Publicizing Student Learning

In spring 2011, there was a program-wide campaign to support and publicize “The Chill,” the television series pilot episode written, performed, and produced by CMAT students. Public relations students developed and implemented marketing that included targeted emails, press releases, and Facebook page. The production was reported in The Citizen newspaper. A screening in Breakey Theatre and red-carpet reception with cast and crew in the TV studio in Douglas Hall were well-attended by CSU and community members.

WCSU radio also has a Facebook fan page with hundreds of subscribers.

Accomplishments and Challenges

The Division of Communications, Media Arts & Theatre implemented the following changes this year that can be considered accomplishments given their impact on improving student outcomes:

- Offered students practical learning experiences through CSU-TV and WCSU.
- Established additional internship opportunities in Radio, Television and Public Relations.
- Herb Kent's lecture series for CMAT majors featured legendary recording artist Gene Chandler, other industry professionals from Clear Channel radio's program production and sales departments, as well as media marketing and sales professionals from an established integrated marketing firm.
- In Spring 2011, added 3 work-study positions for students to provide tutoring and instruction assistance in audio, video, and multimedia editing labs and classes.
- CMAT 1000 – CMAT Orientation course has been implemented to introduce incoming freshman to the program, the extra-curricular opportunities, the related careers, and to the CSU student requirements, experiences, and resources.

The following are CMAT challenges for future improvements:

- Hire tenure-track faculty to teach in theatre and in digital journalism / production and allow for expansion of course offerings and extracurricular experiences for students.
- Secure funding for new computers, software upgrades for all production courses.
- Continue to offer more major courses to meet the increasing needs of students.