



## **Program Portfolio Media Arts 2010-2011**

### **Description of Program**

Media Arts majors are required to take no less than 60 hours of upper division course work to meet the institutional graduation requirement. Students select a particular concentration, from three that are offered, to fulfill this program requirement. The concentrations, including digital media, journalism, and film studies, seek to further define these particular specialties in the Media Arts program. Each of the three concentrations has a list of core requirements that are considered fundamental to the track's specialization.

Each concentration also includes a combination of courses that emphasize the technological changes that are augmenting traditional notions of media, whether visual, aural, or otherwise, and thus the mission of Media Arts. In many cases, a single course may be included in one, two, or all of the concentrations depending on the applicability of the course content to each specialized topic.

As a parallel to the Media Arts major, a minor degree is offered for each concentration, digital media, journalism, and film studies as well as a new minor in Communication.

A major in Media Arts gives students foundational preparation for understanding and analyzing the aesthetic, theoretical, and digital paradigms that inform a wide range of media. The Media Arts program emphasizes the intersection of aural, technological, textual, and visual literacy within the interdisciplinary liberal arts programs involved. The programs include Art, Business, Computer Science/Multimedia, English/Writing, Music, and Theatre, each contributing faculty for the instruction of Media Arts majors.

Students are prepared for entry into media-oriented fields such as journalism, broadcast writing, scriptwriting, film and multimedia production, audio production, web-authoring, and advertising, or for entry into more specialized graduate programs in film, communication, or multimedia. The four concentration areas share a common core of courses designed to give students a firm foundation in business and professional communication, film and music aesthetics, visual composition, the production and layout of image and text, and multimedia applications.

These courses emphasize acquisition of the multiple literacies involved in media construction and critique. Additionally, the group of core courses seeks to help students define their specialization/s within the digital media, journalism, and film studies tracks offered within the program. The shared core also requires students to seek practicum or internship credits in various media enterprises (student and city newspapers, school and city radio stations, campus and local teleproductions, and area multimedia businesses). Ultimately, the cross-disciplinary Media Arts program at Eastern Oregon University seeks to manifest the rapid and continuing convergence of various electronic media within an academic environment and promote critical thinking skills, aesthetic sensibilities, working methods and the creative problem solving skills necessary to succeed in such expanding new media environments.

## Recent Programmatic Changes

The most notable change that has occurred is the addition of the Communication concentration in the major and the hiring of a new Media Arts professor to teach the new Communication courses. It is planned that this concentration will be offered online after the development of an additional course in the core Media Arts requirements.

In addition to the new Communication concentration there have been some elaborate curricular upgrades to the Media Arts program. Most notably is the development of the Film Production concentration and the revision of the Digital Media Concentration. Film Production offers students the opportunity to write, produce, and collaborate with other students on various filmmaking projects. Each student in the concentration is required write and direct a short film for their yearlong capstone sequence.

The Digital Media concentration has been refined. In this refinement the name has been changed to Digital Design and the number of electives in the concentration (and major) have been significantly reduced. Course content that specifically deals with the concept of digital design has been promoted and elevated as requirements. The new elective list allows students to select a few courses that are of particular interest. For example, if 3D Design is an areas of interest, students can elect to take an advanced 3D design course.

## How Program serves the Mission of the University and needs of region

The Media Arts program prepares students in Communication, Multimedia Production, News and Feature Writing, Screenwriting, Radio Production, Photography, Videography, and Audio Production in a state-of-the-art digital imaging lab. The major meets employment needs in Media Arts, one of the steady growth areas for professional employment in the information industry in eastern Oregon.

### I. Program Objectives/Outcomes

1. **Content Knowledge:** Demonstrate mastery of content in area of concentration (Digital Media, Journalism, or Film Production)

Specific Assessments:

- MA 260, MA 360: examinations
- MA 260, MA 360: written critical essays

2. **Critical Thinking:** Demonstrate through critical thinking an understanding of the history of mass media and communication.

Specific Assessments:

- MA 260, MA 360: examinations
- MA 260, MA 360: written critical essays

3. **Inquiry and Analysis:** Demonstrate inquiry and analysis on media products.

Specific Assessments:

- MM125, MM252: visual literacy essays in the form of website and/or digital media analysis.
- ART260, MM327: peer and instructor critique analyzing formal and conceptual components of a project.

4. **Integrated and Applied Learning:** Integrate and apply the aesthetic and formal principles of media in media products.

Specific Assessments:

- MM 264: Introduction to Filmmaking—Final Project
- MA403 (Capstone): Depending on the concentration students will either write and publish news articles and feature stories or write and produce a digital media project, such as a digital film or website. See Rubric below

# Vertical Curriculum Mapping: GLOs—Department Name: Media Arts

Cours e Levels	Benchmark/ Expected Standard of Performance	1 Content Knowledge (All GEC Courses from are available for discipline-based assessment )	2 Inquiry (GEC courses from your discipline that explicitly address the Inquiry outcome—see <a href="http://www.eou.edu/as&lt;br/&gt;sess/GEC.html">http://www.eou.edu/as sess/GEC.html</a> )	3 Communication (GEC courses from your discipline that explicitly address the Communication outcome—see <a href="http://www.eou.edu/as&lt;br/&gt;sess/GEC.html">http://www.eou.edu/as sess/GEC.html</a> )	4 Critical Thinking (GEC courses from your discipline that explicitly address the Critical Thinking outcome—see <a href="http://www.eou.edu/asses&lt;br/&gt;s/GEC.html">http://www.eou.edu/asses s/GEC.html</a> )	5 Further Learning and Civic Engagement (GEC courses from your discipline that explicitly address the Further Learning and Civic Engagement outcomes— see <a href="http://www.eou.edu/asses&lt;br/&gt;s/GEC.html">http://www.eou.edu/asses s/GEC.html</a> )														
GLO	85% Proficient/Adequate Institutional Benchmark	85% Proficient/Adequate	85% Proficient/Adequate	85% Proficient/Adequate	85% Proficient/Adequate	85% Proficient/Adequate														
300- Level	% Proficient  % Adequate  % Developing	300-level GEC courses below need to select an additional learning outcome: <table><tr><td>SPCH</td><td>320</td></tr><tr><td>SPCH</td><td>325</td></tr><tr><td>SPCH</td><td>329</td></tr><tr><td>SPCH</td><td>330</td></tr><tr><td>SPCH</td><td>335</td></tr><tr><td>SPCH</td><td>340</td></tr><tr><td>SPCH</td><td>347</td></tr></table>	SPCH	320	SPCH	325	SPCH	329	SPCH	330	SPCH	335	SPCH	340	SPCH	347				
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SPCH	347																			
200- Level	% Proficient  % Adequate  % Developing	All GEC courses			MA 260															
100- Level	% Proficient  % Adequate  % Developing	All GEC courses			SPCH 111 SPCH 112															

## Vertical Curriculum Mapping: ULOs (Media Arts)

Course Levels	Benchmark/ Expected Standard of Performance	1 Breadth of Knowledge (courses/activities required of all majors)	2 Inquire, Create, Communicate (courses/activities required of all majors)	3 Engagement in the Community and Personal and Social Responsibility (courses/activities required of all majors)	4 Integrating, Applying, and Reflecting on Skills and Knowledge (courses/activities required of all majors)
<i>ULO</i>	<i>85% Proficient/Adequate</i>	<i>85% Proficient/Adequate</i>	<i>85% Proficient/Adequate</i>	<i>85% Proficient/Adequate</i>	<i>85% Proficient/Adequate</i>
<b>400-Level</b>	% Proficient  % Adequate  % Developing	MA403 MA404 MA405	MA403 MA404 MA405	MA403 MA404 MA405	MA403 MA404 MA405
<b>300-Level</b>	% Proficient  % Adequate  % Developing	ART364 MM366 MM368 MM364 MM366 MM352 MM327 MA360 WR330	ART364 MM366 MM368 MM364 MM366 MM352 MM327 MA360 WR330	ART364 MM366 MM364 MM366 MM352 MM327 MA360	ART364 MM366 MM368 MM364 MM366 MM352 MM327 MA360 WR330
<b>200-Level</b>	% Proficient  % Adequate  % Developing	ART206 MA260 MM252 ART260 ART220 ART227 WR243 MM264 WR230 ART206 MA260 ENGL207	ART206 MA260 MM252 ART260 ART220 ART227 WR243 MM264 WR230 ART206 MA260 ENGL207	MA260 MM252 ART260 ART227 MA260	ART206 MA260 MM252 ART260 ART220 ART227 WR243 MM264 WR230 ART206 MA260 ENGL207
<b>100-Level</b>	% Proficient  % Adequate  % Developing	MM125 EGNL195 ENGL199 ART120	MM125 EGNL195 ENGL199 ART120		MM125 EGNL195 ENGL199 ART120

## Vertical Curriculum Mapping (PLO): Media Arts

Course Levels	Benchmark/ Expected Standard of Performance	1 Content Knowledge (courses required of all majors)	2 Critical Thinking (courses required of all majors)	3 Inquiry and Analysis (courses required of all majors)	4 Integrated and Applied Learning (courses required of all majors)
	<i>Program sets benchmark</i>				
<b>400- Level</b>	Grade of C- or higher	MA 403 MA409 MA404 MA405	MA 403 MA409 MA404 MA405	MA 403 MA409 MA404 MA405	MA 403 MA409 MA404 MA405
<b>300- Level</b>	Grade of C- or higher	WR330 MM364 MM366 MM368 MM327 MA360 ART364	WR330 MM364 MM366 MM368 MM327 MA360 ART364	WR330 MM364 MM366 MM368 MM327 MA360 ART364	MM364 MM366 MM368 MM327 MA360 ART364
<b>200- Level</b>	Grade of C- or higher	ART260 MA260 ART206 MM252 ART220 ART227 WR243 MM264 WR230	ART260 MA260 ART206 MM252 ART220 ART227 WR243 MM264 WR230	ART260 MA260 ART206 MM252 ART220 ART227 WR243 MM264 WR230	ART260 MM252 ART220 ART227 WR243 MM264 WR230
<b>100- Level</b>	Grade of C- or higher	MM125 EGNL195 ENGL199 ART120	MM125 EGNL195 ENGL199 ART120	MM125 EGNL195 ENGL199 ART120	MM125 ART120 ENGL207

**DUE: WINTER TERM 2011** In preparing for your visit with the Provost during Winter Term 2011, please complete this form. In each shaded cell, print the prefix(es) and course number(s) of required degree program courses that give students *explicit* opportunities to gain developing, adequate, and proficient competency in the learning outcomes valued by your program. Are students in your major/minor given sufficient opportunity to practice and perform learning outcome skills that relate to the degree? If not, indicate on the backside of this sheet how students will meet your program's expected learning outcomes.

## II. Three-Year Assessment Cycle: Media Arts

Year	Outcome to be Assessed
2009-2010	Critical Thinking
2009-2010	Integrated and Applied Learning
2010-2011	Inquiry and Analysis
2011-2012	Content Knowledge
2012-2013	Integrated and Applied Learning (Capstone and Program Review)

## III. Curriculum Assessment Plan

Year	Outcome	Course/Milestone Activity	Assignment/ Task (done by students)	Assessment Tool (to measure outcome)	Standards/Levels of Achievement
Fall 2009-2010	Critical Thinking	MA 260: Foundations of Mass Media	Final exam, other exams, or written critical essays	Embedded questions in the final exam.	85% at 2 or 3 of GEC Critical Thinking outcomes: 3 proficient, 2 adequate, 1 developing
Fall 2009-2010	Integrated and Applied Learning	MM 264	Collaborative or Individual Project	Rubric	1-5 1. incomplete, 2. not-yet proficient, 3. partially proficient, 4. proficient, 5. excellent
2010-2011	Inquiry and Analysis	ART 260	Essay, website, or analysis	Program-developed rubric	1-5: 1 lowest, 5 highest
2011-2012	Content Knowledge	Random Sample from program	Examination	Program developed rubric	TBD
2012-2013	Integrated and Applied Learning	Capstone-MA 403	Research Project	Rubric	1-3 3. Excellent 2. Average 1. Poor

# Media Arts Capstone Evaluation Rubric

Student's Name:

Term:

Year:

Concentration:

Credits:

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	Excellent	Average	Poor	Notes
1. The student incorporates the appropriate amount of content, substance, or material into the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Oral and written evidence of research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Level of detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The student is enthusiastic about the subject matter and exhibits a high quality of presentation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Student is able to discuss the artistic and creative development of the project, technically and/or theoretically, as well as identify areas of scholarly growth in an interdisciplinary context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Student incorporates interdisciplinary knowledge from Media Arts coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Student demonstrates a level of technical complexity and ability that is consistent with completed coursework and/or projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Level of collaborative involvement and teamwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Instructor of Record

Final Grade



## Degree Program Outcomes Assessment

2010-2011

<b>Degree Program: Media Arts</b>
<b>Outcome Assessed (i.e. Critical Thinking): Inquiry and Analysis</b>
<b>Course / Activity: ART 260 Beginning Photography</b>

### Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
<i><b>SAMPLE: identifies social context</b></i>	<i><b>Student essay - rubric</b></i>	<i><b>1-3, % at 2 or 3</b></i>	<i><b>67% at 2 Or 3</b></i>	<i><b>100%</b></i>
"Thematic Intention" assessment	rubric	1- Incomplete 2- Poor 3- Reasonable 4- Average 5- Excellent	67% at 4 or higher	73% (11 of 15 students) met the 67% standard; 27% (4 of 15) missed it.

**Explanation of Assignment/Activity/Prompt:** The final project asked students to imagine himself or herself as another person and depict that personality in a photographic series of images. As an intermediate step, students used peer reviews of proof sheets (images of negatives) in small groups to streamline ideas and better articulate their theme to viewers.

The category of Thematic Intention (scored 1-5) assesses not only the degree of technical proficiency in students' work, but also their level of involvement in small group critique (see above). Other elements that are factored into Thematic Intention are the level of personal commitment to the project as well as an assessment of a written statement that accompanies all projects. These written statements, along with the final portfolio of images, represent the level of inquiry a student demonstrates in the final project.

**Analysis of Assessment Results:** 11 of 15 students (73%) met the 67% standard; 4 of 15 (27%) missed the standard.

Proficient— 4.5 – 5: 5 students, 33.3%

Adequate— 3.5 – 4: 6 students, 40%

Developing— 0 – 3.5: 4 students, 27%

Of interest:

- No student scored below a 3 on the category of Thematic Intention
- Students are able to receive outstanding scores on Thematic Intention while still receiving lower marks on the technical components of their assignment
- The lowest score received by any student on the final project in this particular term was a 70% (C-)

### **Closing the Loop: Strengths, Weaknesses, Conclusions, and Recommendations:**

A revamp of the Beginning Photography class this summer prompted fantastic success rates among students beginning in the fall. Using Winter 2011 as a sample, I found that many students still retained the enthusiasm for this project that the Fall class had.

That said, students still failed to grasp the thematic notions of what constituted a successful project at more than a 25% rate. My solution to this will be to implement an intermediate written statement to help guide the student to more solid ideas before small group critique. Like some of my colleagues do in other beginning art classes at EOU, I will construct a worksheet for students to complete that will help guide their thoughts and help them specify their themes.

Beginning photography has a very high percentage of non-art students in its enrollment. An intermediary written step in the process should help most students to think abstractly enough to lower the Developing group numbers even more.

## Degree Program Outcomes Assessment

Fall 2009

<b>Degree Program: Media Arts</b>
<b>Outcome Assessed (i.e. Critical Thinking): Critical Thinking</b>
<b>Course / Activity: MA 260 Foundations of Mass Media—Final Exam Fall 2009—n = 21</b>

### Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
GEC Critical Thinking Criteria (below)	Embedded questions	1-3 3. Proficient 2. Adequate 1. Developing	85% at 2 or 3 (institutional benchmark)	85.7% at 2 or 3
Identifies and explains issues				
Recognizes contexts and assumptions				
Acknowledges multiple perspectives				
Evaluates evidence to reach conclusions				

*Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples*

### Explanation of Assignment / Activity / Prompt

Nine objective questions assessing student ability to answer critical thinking questions were embedded in a 70-question objective final exam. Embedded questions used for this assessment were questions 2, 15, 22, 25, 36, 39, 42, 48, 64

### Analysis of Assessment Results

18 of 21 students (85.7% met the 67% standard; 3 of 21 (14.3%) missed the standard. Of the 9 questions, 4 answered all 9 correctly; 3 answered 8 correctly; 7 answered 7 correctly; 4 answered 6 correctly; 3 answered 5 correctly.

Proficient—85-100%: 7 students, 33.3%  
Adequate—67-84%: 11 students, 52.4%  
Developing—0-66%: 3 students, 14.3%

Of interest:

Even students who missed the standard (3), missed by only one question.

No student scored lower than 55.5% on the critical thinking questions.

As a class, the students answered 148 of 189 (78.3%) correctly.

Entire exam: students answered 74.2% (1091 of 1470) of all the questions correctly.

Critical thinking questions: students answered 78.3% (14 of 189) correctly.

Proficient: As a class, students answered 5 of the 9 questions at the proficient level.

Adequate: As a class, students answered 2 of the 9 questions at the adequate level.

Developing: As a class, students answered 2 of the 9 questions at the developing level.

Questions 2 and 22: As a class, students failed to meet proficiency level (67%) on these two questions. #2 asked students to place journalistic periods in chronological order (42.9% answered incorrectly). #22 asked students to identify factors in the rise of national brands (38.1% answered incorrectly).

### **Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations**

Generally, I am satisfied with student performance on answering critical thinking questions. The fact that two of the questions were not answered at the Proficient or Adequate levels is of interest. It suggests that increased emphasis might be placed on those areas.

## Degree Program Outcomes Assessment

Fall 2009

<b>Degree Program: Media Arts</b>
<b>Outcome Assessed (i.e. Critical Thinking): Integrated and Applied Learning</b>
<b>Course / Activity: MM 264 Introduction to Filmmaking—Final Film Project</b>

### Summary of Assessment Results

Performance Criteria	Assessment Method	Measurement Scale	Minimum Accepted Performance	Results
Overall Assessment of Group Participation	Rubric	1-5 1. incomplete, 2. not-yet proficient, 3. partially proficient, 4. proficient, 5. excellent	60% at 3, 4, or 5	90% at 4 or 5
Individual Assessment of Collaboration				
Individual Assessment of Assigned Key Position				
Individual Assessment of Edited Scene				

*Note: See "Supporting Documentation" tab or for detailed records of the summary. The assessment representative for each department must archive supporting student samples*

### Explanation of Assignment / Activity / Prompt

MM264 - Introduction to Digital Filmmaking introduces students to the procedures, methods, and technologies connected to contemporary film production. Students will receive hands-on instruction and experience with the technology of contemporary filmmaking. Professional filmmaking practice will be discussed in lecture format and applied in a series of exercises designed to help students translate scripted material into illustrated storyboards and the visual grammar of cinema. Pre-visualization through story-boarding serves as the guide for a series of exercises designed to emphasize particular aspects of filmmaking in the various phases of production including story-boarding, cinematography, audio recording, and editing. As the course evolves filmmakers are required to work collaboratively to fulfill each filmmaking exercise. As a final project, to demonstrate knowledge and application of the presented material, student filmmakers in the course are required to organize and produce a short scene. Students are required to pre-visualize completed script into a shot sequence, gather the necessary resources for production, and complete the post-production processes while meeting course deadlines. Final work will be delivered in either DVD format or online.

### Analysis of Assessment Results

Over 90% of the students were "Proficient" and/or demonstrated excellence in the following areas further referenced in the assesment rubric:

- application and integration of workshop concepts to their group productions in the areas of producing, directing, sound recording, cinematography, and editing.
- as key positions on the crew were assigned students expanded their expertise in their designated roles and worked as a team to complete principle photography.
- individual students demonstrated proficiency with two software applications, Celtx and Final Cut Pro
- the identification and application of at least 3 formal principles common to every film production; 180 degree rule, rule of thirds shot composton, and

three point lighting setups.

Rubric and Criteria used:

Overall Assessment of Group Participation				
1 - Incomplete	2 - Not-Yet Proficient	3 - Partially Proficient	4 - Proficient	5 - Excellent
Never helps and never participates in the workshops.	Sometimes helps with workshops. Not intent in mastering one of the specialized jobs.	Usually participates in the group. Intent on learning one of the key jobs. Not active in extending into other specialized areas for the benefit of the production.	Works towards the goals of the group and takes on a leadership role when required.	Consistently works toward group goals; is sensitive to feelings of others and values all members. Encourages group action for change.
Individual Assessment of Collaboration with Celtx and Pre-Production Planning				
1 - Incomplete	2 - Not-Yet Proficient	3 - Partially Proficient	4 - Proficient	5 - Excellent
No contributions to the production through Celtx, therefore no understanding of the requirements for pre-production.	Minimal contributions to Celtx and understanding of post-production procedures.	There are some Celtx entries but an in-depth contribution is not apparent from logs. Basic understanding of requirements of pre-production.	Multiple areas of Celtx project file have been updated and maintained regularly.	Time intensive media contributions made to the Celtx project file. In depth, analysis is apparent.
Individual Assessment of Assigned Key Position				
1 - Incomplete	2 - Not-Yet Proficient	3 - Partially Proficient	4 - Proficient	5 - Excellent
Position was never defined. Absent from production and workshops. No technical knowledge.	Overall lack of participation and little assistance offered to production crew. Limited technical experience.	Some evidence of participation and knowledge of various positions on the crew. Some technical knowledge applied.	Organized and consistent work with attention to job description, safety, set etiquette and procedure. Thoroughly applies technical knowledge. Assists other crew members.	Comfortable working in a leadership role and delegating responsibility to assistants. Able to quickly adapt to multiple positions within a production environment. Multiple positions played for the overall benefit of the production.
Individual Assessment of Edited Scene				
1 - Incomplete	2 - Not-Yet Proficient	3 - Partially Proficient	4 - Proficient	5 - Excellent
Scene is not edited and footage has not been imported.	Software is still an obstacle to creative endeavor. Scene is in rough cut phase without rhythm or consistency.	Fluent with major components of the editing software. Scene is in rough cut phase, still searching for pace, clarity of vision and audio mix.	Good edit with some technical flaws but for the most part pacing is consistent. Final audio mix is almost dialed in. Clarity of vision.	Scene is completely refined and attention to each element of the post-production phase and is visually aurally compelling. Mastery of software is obvious.

**Closing the Loop: Strengths, Weaknesses, Conclusions, Recommendations**

Strengths include the team/collaborative aspect of this 10 week project and the practical application of demonstrated course material. In this environment students are given little room for failure. All must work together in order to achieve the proficient results. Each student is encouraged by their fellow students to excel at the highest level of participation.

## **Programmatic Assessment: Synthesis and Recommendations**

All concentrations in the Media Arts degree provide students with formal, conceptual, technical and artistic skills necessary for aesthetic appreciation and digital tool expertise essential to the production of digital media, including graphics, audio, video, and print. Students may employ this knowledge in the publishing or entertainment industries or in support of interactive multimedia development.

All concentrations in the Media Arts degree contribute to the assessment of learning outcomes adopted by the program. Since the degree is inter-disciplinary in nature, Media Arts faculty plan to assess the Integrated and Applied Learning outcome twice within a 4-year cycle—the first time (this year) at the 200-level, and at the end of the cycle at the 400-level through the Capstone. This will enable the program to collect data that informs programmatic decisions that help develop student proficiencies over time in the program's key learning outcomes.

The program plans to develop a website that tracks alumni and their employers. The goal is to keep former students connected to the program utilizing technology and methods that were introduced to them in the program. We feel that utilizing technology to keep the dialogue open will help give students in the program an additional line of support when making the transition from the program to a professional environment.

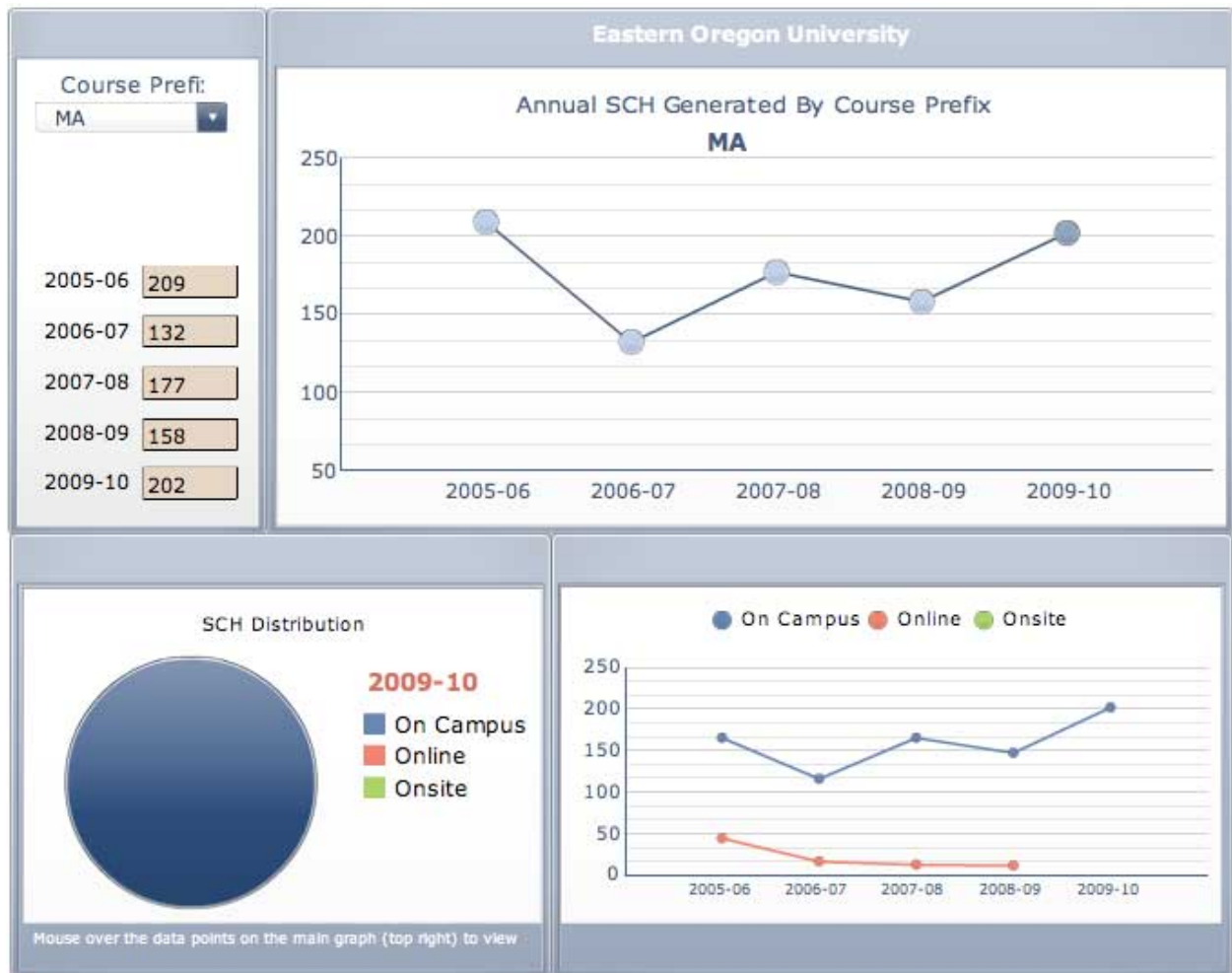
Assessment of Learning Outcomes: All concentrations in the Media Arts degree provide students with formal, conceptual, technical and artistic skills necessary for aesthetic appreciation and digital tool expertise essential to the production of digital media, including graphics, audio, video, and print. Students may employ this knowledge in the publishing or entertainment industries or in support of interactive multimedia development.



## Enrollment and Program Performance

### Eastern Oregon University

#### 6 Year Student Credit Hours Generated by 'MA' Course Prefix



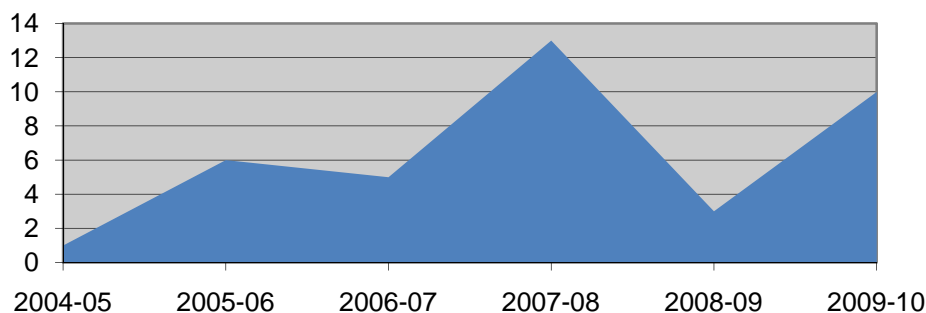
	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
La Grande Campus	108	165	116	165	147	202
All Other Campus	12	44	16	12	11	N/A
Total	120	209	132	177	158	202

\* SCH includes all terms effective end of term

\*\* Data **does not** reflect the other courses that are contributed by other disciplines, particularly for the Communication Minor which is an online offering.

## Eastern Oregon University

### 6 Year Graduation by Major



	2004-05	2005-06	2006-07	2007-08	2008-09	2009-2010
Media Arts	1	6	5	13	3	10

### Commentary on Enrollment and Graduate Trends

Since the inauguration of the program enrollments have increased from 22 majors to approximately 50 majors. This pattern of growth included a nearly 60% increase over the period of AY 2005-6 and 2006-7. Although there was a dip in number of graduates for 2008-2009, the assessment is that given the infancy of the program, there is the likelihood of slightly erratic fluctuations in graduation rates. The upward trend however remains strong, given the 2009-2010 data which reflects a total 10 graduates. With appropriate support and continued growth of online offerings in the Communication concentration of the major, enrollments are expected to increase significantly.

### Program and Course Scheduling Requirements

#### General Education and Service Course Schedule

Not applicable to Media Arts

## Major Course Requirements Schedule

### FALL YEAR 1

Course	Load Hours	Mean Enroll
MA 260	4	23
MA 409	2	8
WINTER YEAR 1		

Course	Load Hours	Mean Enroll
MA 360 (online)		
MA 409	2	8

### SPRING YEAR 1

Course	Load Hours	Mean Enroll
MA 409	2	8
MA 360	4	10
MA 403	3	6

TOTAL

17 63

### FALL YEAR 2

Course	Load Hours	Mean Enroll
MA 260	4	23
MA 409	2	8
WINTER YEAR 2		

Course	Load Hours	Mean Enroll
MA 409	2	8

### SPRING YEAR 2

Course	Load Hours	Mean Enroll
MA 409	2	8
MA 403	3	6

TOTAL

13 53

MA 409 is taught by both Kevin Roy and Neil Gustafson for separate concentrations

The following non-Media Arts courses are core requirements for the major:

ART 206 Art History III (3),  
ART 260 Beginning Photography (4)  
MM 125 Foundations of Digital Media (3)  
WR 330 Electronic Word (3)

The following non-Media Arts courses are required courses for the Digital Media concentration:

MM 315 Multimedia Design (3)  
MM 252 Introduction to Web Authoring (3)  
MM 364 Digital Video Production (3)

The following non-Media Arts courses are required courses for Journalism concentration:

WR 230\* Newswriting/Reporting (4)

The following non-Media Arts courses are required courses for the Film Studies concentration:

ENGL 207 Applied Film Criticism (3)

## **Staffing**

Building on extant faculty positions in the contributing disciplines of the program, four new positions were approved for academic year 2005-2006 to dually serve Media Arts and the contributing disciplines (art, computer science/multimedia, English/writing, and theatre) that collectively contribute the most courses to the Media Arts curriculum. This arrangement enables the contributing disciplines to manage the potential of increased enrollments resulting from the addition of their courses into the Media Arts curriculum. Currently, Media Arts has approximately 50 majors. Prior to the approval, courses were taught by faculty in the disciplines that were contributing courses to the Media Arts curriculum. New Media Arts faculty contribute primarily to their fundamental discipline.

Additionally, a Media Arts committee made up of the four Media Arts faculty and other faculty from the participating disciplines ensures that refinement of the program is ongoing and initiatives that support the Media Arts discipline are carried out.

## **Faculty Accomplishments**

Links to Faculty Curricula Vitae:

Xiaowei Chen (forthcoming)

[Richard Croft](#)

[April Curtis](#)

[Neil Gustafson](#)

[Kevin Roy](#)

[Mike Sell](#)

## **Minimum Staffing Requirements**

### 1) Current assessment of Faculty

Based on the current faculty in media arts, the following total FTE are available:

Because all contributing faculty are based in other programs (i.e.: Art, CS/MM, Eng/WR, etc.) FTE is not available.

### 2) Efficiency Ratios

#### Load/Faculty On Campus

Based on the 2006/7 SCH, the ratio of SCH to faculty in Media Arts prefix courses is \_\_\_\_\_  
Student load hours/5.65 FTE = \_\_\_\_\_ load hours per faculty member.

Total SCH is 158

ON Campus SCH 147

ONLINE SCH 11

ON SITE SCH 0

SCH/Faculty Need

On campus          cr hr/ 36

**Summary Recommendations/Observations**

The strength of the Media Arts program lies in:

1. a cross-disciplinary structure that is provided as a framework for students to work within.
2. a diverse student body with multi-faceted interest in evolving media.
3. a faculty dedicated to the discipline of new media.
4. state-of-the-art computer lab and equipment.

Recommendations:

1. track increased enrollments in the program through the newly revised website (the website will also track alumni for future assessments of the Media Arts program).
2. market the program on the web and with other forms of marketing collateral. (ongoing)
3. hire a media law/broadcast journalism professor. (complete)
4. update the capstone to include sequential courses and a course introduction to new media. (complete)
5. develop a new Communication concentration. (complete)

Further Recommendations:

1. continue progress and development of Media Arts website to track current and prospective students
2. migrate the student newspaper, "The Voice," to an online format
3. continue to develop program marketing strategies
4. offer the new Communication concentration as an online major, building on the already offered minor.
5. increase the services and supply budget from \$2500/yr.
6. list all courses in Media Arts major under the Media Arts category in Webster.
7. develop and outfit a new studio space for media production, preferably in town.

**Administrative Review of Program (Dean Marilyn Levine)**

Administrative Assessment of program portfolios will consist of three areas of commentary: assessments conducted relating to student learning outcomes; comments on enrollment indicators; program goals and observations. If appropriate other observations will be offered.

**Assessment of Program Outcomes:**

The embedded questions for inquiry demonstrated a good distribution of critical inquiry provided by a sample Media Arts course. The analysis needs to go one step further in identifying the content and how the course can adapt pedagogically to achieve the goal set by the instructor, perhaps a history timeline or a class exercise on brand identification (a short group exercise for example, based on time periods via time capsule groups). Also, what does it mean to the program to have journalism history and advertising history as two areas weakly understood by the students?

The Integrated and Applied learning analysis of the MM264 – Final Film Project demonstrated a strong showing of student learning (90%) able to achieve a proficient or excellent result. Given the rigor of the assignment and specificity of the expectations, this is quite positive, given that this is a 200 level course. The continuity will be interesting to view as the faculty assess the upper division courses in film production.

The assessment plans in the recommendations are well thought out and because of the actual demonstration of the outcomes will be able to convey the theoretical, aesthetic and practical goals of the program.

## **2. Enrollment Indicators:**

Because of the interdisciplinary nature of Media Arts, most of the courses are under other prefixes. However, the commentary is correct; the enrollment in courses and number of majors is growing. The program is new, so the number of graduates will take some time to be demonstrated, but the number of majors in 2010 is 52 and there are 9 minors.

## **3. Program Goals and Observations:**

This program is a dynamic interdisciplinary major that is increasing in importance as the economy and culture changes. We are very fortunate to have dedicated faculty to create the array of concentrations that will serve the region. As the communication minor is transformed to a full major in Media Arts, this program will provide good avenues for recruitment of students at EOU.

## **Other Observations:**

The Media Arts program is particularly fortunate to have artistically talented and technologically savvy faculty. They have been patient in planning, but have created a robust set of concentrations steadily and successfully.