

# New Mexico State University

## Detailed Assessment Report 2015 - 2016 Creative Media Institute Undergraduate As of: 12/02/2016 11:45 AM MDT (Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request*)

### Mission / Purpose

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The Creative Media Institute is dedicated to developing and nurturing the artistic endeavors of student filmmakers through industry-standard education, research, and collaboration in the art, craft, and production of the moving image through storytelling, resulting in a Bachelor's of Creative Media degree. The Creative Media Institute is committed to attaining excellence through educating students in the creative and collaborative environment of digital filmmaking and animation and visual effects, as well as carrying out the land-grant mission of New Mexico State University of delivering research-based information and practices to the diverse population of New Mexico.

### Goals/Objectives

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#### G 1: Goal #1

Students will develop narrative storytelling skills that utilize visual elements of film and/or animation.

#### G 2: Goal #2

Upon graduation, students will be prepared for employment in the industry and/or prepared for entry into graduate school.

#### G 3: Goal #3

Students will develop critical and analytical thinking skills pertaining to the study of filmmaking and/or animation texts and films. Students will demonstrate these critical and analytical thinking skills through written essays and reviews.

#### G 4: Goal #4

Students will learn to develop a conceptual idea and bring it to fruition through the production process.

#### G 5: Goal #5

Students will have the opportunity to find and develop their individual voices in the creative media environment through hands-on, interactive opportunities.

### Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

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#### S 1: Outcome #1

Students will demonstrate proficiency in screenwriting structure and character development.

#### Relevant Associations:

##### General Education / State Common Core Associations

- 1.1 Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- 1.4 Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising & editing to create presentations using correct diction, syntax, grammar and mechanics.
- 5.1 Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).

##### Baccalaureate Experience Learning Objectives Associations

- 11 Creativity - Students express ideas and produce work that is innovative, original and uniquely their own.

##### Strategic Plan Associations

###### Arts and Sciences College

- 1.1 Goal 1: Provide students with a high quality education in the arts, humanities, social sciences and sciences, at the Bachelor's, Master's and Doctoral levels.

###### New Mexico State University

- 1.3.4 (3D) Expand research and creative activity
  - 1.3.4.1 (3D.1) Provost, VP Research, and Deans will continue to support emerging research and creative activity, and promote mentoring of faculty at all ranks, but particularly junior faculty
  - 1.3.4.2 (3D.2) Provost, Deans, VP Research, and VP Economic Development will leverage and integrate laboratories, research centers, and experiment stations to realize new research and development projects

#### Related Measures

##### M 1: Written Film Review within CMI 398 Animated Film Review

Writing Assignment completed in CMI 398 Animated Film Review - Spring 2016 Three to five page film review and analysis of one film. Content of the review must describe and/or analyze the following aspects of the film. 1. Provide background information and production history of the film. 2. Identify and analyze themes within the story of the film. 3. Identify and analyze the use of symbols within the story of the film. 4. Identify and analyze the use of elements used to create the film. Critique must be more than a simple "like" or "dislike" paper. Students must support their opinions, ideas, and analysis with moments, scenes, and elements from the film.

Source of Evidence: Written assignment(s), usually scored by a rubric

##### Target:

For the 2015-16 assessment period, while reviewing the essays written in CMI 398 Animated Film Review, our target is for at least 30% of the essays to receive an overall Exceptional rating, and for an additional 40% of the essays to receive an overall Proficient rating. We are using the same rubric that we previously used, as described

below. Academic Program Assessment of Student Learning for 2014-2015 Academic Year Creative Media Institute Film Review: Students Criteria Exceptional (4) Proficient (3) Developing (2) Formative (1) Critical Analysis \*How effectively does the document critically analyze the film? \*How well does the writer make connections between symbols and elements in the film? \*Document offers insightful critical analysis of the film. \*Document demonstrates critical analysis of how symbols and elements are used in the film to convey theme/premise. \*Analysis of film is predominant in document. \* Connections made between symbols and elements in the film. \*Document primarily offers summary of film without analysis. \*Document includes several points from film but does not clearly identify a focus or connections. \*Document sketches out basic summary or does not clearly focus on ideas in film. \*Document does not link ideas in film to one another clearly. Information/ Organization \*How well researched is the information? \*How well is information used to back up analysis? \* How well organized is the information? \*Information is effectively researched. \*Information is used to effectively back up each major point in the analysis. \*Information is organized in a clear and focused manner. . \*Information is adequately researched. \*Information backs up analysis. \*Information is organized in a clear manner. \*Information is insufficiently researched and does not clearly back up analysis. \*Information is not used to make a clear major argument. Supporting points indirectly relate to topic. \*Document is not researched, has no clear main idea and is unfocused. \*Information is unorganized and unclear. Style & Mechanics \*How effective is the author's voice and style for this writing situation? \* How well does the document follow standards of grammar, mechanics, and usage? \*Voice, word choice, and sentence and paragraph construction are extremely effective and persuasive. \*Writing is clear and free of errors. \* Voice, word choice, and sentence and paragraph construction are effective for this writing situation. \* Document includes very few writing errors that do not detract from clarity of ideas. \* Voice, word choice and sentence and paragraph construction are unsuitable for this writing situation. \* Noticeable writing errors minimally detract from major ideas. \* Voice, word choice and sentences and paragraph construction are illogical and incoherent. \* Document exhibits multiple major writing errors that obscure the clarity of the argument.

**Finding (2015 - 2016) - Target: Partially Met**

Under the category of CRITICAL ANALYSIS, student essays were assessed on how effectively the essay critically analyzed the films as well as how well they made connections between symbols and elements in the film. 11% of the essays received an Exceptional rating. 33% of the essays received a Proficient rating. 56% of the essays received a Developing rating. No essays received a Formative rating. Under the category of INFORMATION/ORGANIZATION, student essays were assessed on how well the information was researched as well as how well they utilized facts to back up their analysis. Additionally, the organization of the content of each essay was also considered. 22% of the essays received an Exceptional rating. 44% of the essays received a Proficient rating. 33% of the essays received a Developing rating. No essays received a Formative rating. Under the category of STYLE AND MECHANICS, student essays were assessed on how successful the author was at having his/her voice and style come through the writing in addition to the standards of grammar, spelling and punctuation mechanics and usage. 0% of the essays received an Exceptional rating. 56% of the essays received a Proficient rating. 33% of the essays received a Developing rating. 11% of the essays received a Formative rating. Overall, 33% of the essays received an Exceptional rating, 44% of the essays received a Proficient Rating. The remaining 23% of the essays received a Developing rating. While this does match our target, "For the 2015-16 assessment period, while reviewing the essays written in CMI 398 Animated Film Review, our target is for at least 30% of the essays to receive an overall Exceptional rating, and for an additional 40% of the essays to receive an overall Proficient rating," the faculty felt that the Critical Analysis skills as well as Style and Mechanics scores were far lower than what we want our students to achieve. So, for that reason, we would like to state that our goal is Partially Met. We met our overall goal on paper, but feel that there are improvements we can make to improve our students' writing and critical analysis skills that can also strengthen CMI as a department.

**S 2: Outcome #2**

Students will complete projects demonstrating synthesis of production concepts and techniques.

Relevant Associations:

**General Education / State Common Core Associations**

- 1.1 Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- 1.4 Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising & editing to create presentations using correct diction, syntax, grammar and mechanics.
- 5.1 Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).

**Baccalaureate Experience Learning Objectives Associations**

- 11 Creativity - Students express ideas and produce work that is innovative, original and uniquely their own.

**Strategic Plan Associations**

**Arts and Sciences College**

- 1.1 Goal 1: Provide students with a high quality education in the arts, humanities, social sciences and sciences, at the Bachelor's, Master's and Doctoral levels.

**S 3: Outcome #3**

Students will demonstrate the ability to critically analyze work of others through written essays and reviews that demonstrate critical and analytical thinking.

Relevant Associations:

**General Education / State Common Core Associations**

- 1.2 Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
- 5.1 Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).
- 5.2 Compare art forms, modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, intellectual).

**Baccalaureate Experience Learning Objectives Associations**

- 2 Life-Long Learning - Students are self-motivated, active, intentional and habitual consumers of new learning experiences and take responsibility for their own learning.

**S 4: Outcome #4**

Students will demonstrate the necessary work ethic and professional decorum required for success in an industry position

or acceptance into graduate school through constructive engagement in the production process of their own story and the stories of other students.

#### Relevant Associations:

##### **Baccalaureate Experience Learning Objectives Associations**

11 Creativity - Students express ideas and produce work that is innovative, original and uniquely their own.

#### **S 5: Outcome #5**

Students will demonstrate the ability to synthesize and implement feedback and critique of their work at various stages of the production process.

#### Relevant Associations:

##### **General Education / State Common Core Associations**

- 1.1 Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- 1.6 Engage in reasoned civil discourse while recognizing the distinctions among opinions, facts, and inferences.
- 5.1 Analyze and critically interpret significant primary texts and/or works of art (this includes fine art, literature, music, theatre, and film).
- 5.3 Recognize and articulate the diversity of human experience across a range of historical periods and/or cultural perspectives.
- 5.4 Draw on historical and/or cultural perspectives to evaluate any or all of the following: contemporary problems/issues, contemporary modes of expression, and contemporary thought.

##### **Baccalaureate Experience Learning Objectives Associations**

- 3 Effective Communication - Students engage and create valuable experiences through the exchange of meaningful thoughts and ideas with others.
- 4 Self-Awareness - Students are keenly aware of their own biases and the biases of others, and regularly take into account these biases when processing information and forming judgements.
- 9 Critical Thinking - Students are in the habit of being purposeful and forward-thinking when forming judgments, solving problems or making decisions; they regularly evaluate, analyze and interpret situations before acting, and are skillful in using inference in decision-making processes.

##### **Strategic Plan Associations**

###### **Arts and Sciences College**

- 1.1 Goal 1: Provide students with a high quality education in the arts, humanities, social sciences and sciences, at the Bachelor's, Master's and Doctoral levels.

### Details of Action Plans for This Cycle (by Established cycle, then alpha)

#### **Adding more Critical Analysis to current production classes**

Faculty members will look for ways in courses they are currently teaching to add more critical analysis components to existing assignments and encourage more analytical discourse among their students.

**Established in Cycle:** 2014 - 2015

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** The CMI Curriculum committee looked at the curricula of both CMI 300 History of Cinema and CMI 303 Cinema Review and discussed adding two different essays in each course, designed to encourage stronger critical analysis.

**Responsible Person/Group:** CMI faculty teaching CMI 300 and CMI 303: Ross Marks, Ilana Lapid, Mitch Fowler, Amy Lanasa

#### **Assessing ANVE Students**

Since this assessment examined the work of Digital Filmmaking students in the CMI 303 Cinema Review class, and Digital Filmmaking is only half our student population, we plan to assess a similar assignment given in to Animation and Visual Effects students in CMI 398 Animated Film Review class Spring 2016.

**Established in Cycle:** 2014 - 2015

**Implementation Status:** Finished

**Priority:** High

**Implementation Description:** We will give the same assignment to the students in CMI 398 Animated Film Review to compare results from the students in CMI 303 Cinema Review from last year.

**Projected Completion Date:** 05/2016

**Responsible Person/Group:** Essay Reviewer, Amy Lanasa, Department Head, Essay Reviewer Chris Rodriguez, instructor of CMI 398, Visiting Instructor Essay Reviewer Mitch Fowler, CMI Assistant Professor

#### **Reexamine Curriculum**

The Digital Filmmaking faculty plan to change History of Cinema from an upper-division course to a lower-division course so as to encourage more critical and analytical thinking at an earlier point in the curriculum.

**Established in Cycle:** 2014 - 2015

**Implementation Status:** Finished

**Priority:** High

#### **Writing Resource Center**

Faculty will ensure our students are aware of resources like the Writing Resource Center in our syllabi and on Canvas in hopes that students will seek out this help for their grammar, spelling and punctuation.

**Established in Cycle:** 2014 - 2015

**Implementation Status:** In-Progress

**Priority:** High

**Implementation Description:** All CMI faculty have been asked to include a section about the Writing Resource Center in their syllabi and on Canvas.

**Projected Completion Date:** 08/2016

**1. Engagement: How did you engage faculty, administrators, staff, students and/or other stakeholders in discussing results of the assessment and determining the effectiveness of the assessment in measuring the identified outcome(s)? Include meeting dates, topics of discussions, audience and any decisions made.**

The CMI full-time faculty from both Animation & Visual Effects and Digital Filmmaking had three meetings in the spring 2016 semester to discuss curricula changes related to our findings from 2014-15. We focused on the Animation & Visual Effects students' writing in Spring 2016 for our 2015-16 assessment. Faculty had the opportunity to analyze the data collected in our CMI faculty retreat on Monday, August 15, 2016. We discussed similar issues from our previous years' findings, and agreed to continue on the same path of encouraging more writing earlier in the plan of study, preferably in the pre-application courses taken in the Freshmen year. This led to a much needed discussion about who should be teaching these classes, and an agreement that we need to move away from having adjuncts cover the classes our freshmen are in, and instead have full-time faculty teach them. We hope this has a positive impact on retention and the number of applicants as well. The audience included CMI faculty Sherwin Lau, Rajeev Nirmalakhandan, Ross Marks, Ilana Lapid, Eddie Bakshi, Derek Chase, and Derek Fisher.

**2. Impact: Discuss the impact of your assessment. Does the data collected answer the question you had about the intended outcome? If not, why? Did you learn anything about the intended outcome you did not anticipate? If so, what? Did the assessment provide sufficient information about the outcome that you can now make informed decisions about programs/practices or specific, directed improvements to programs/practices?**

The assessment definitely had an impact on decisions we made and are making about our curricula. The data we collected this year reflected a similar outcome from what we learned last year. Our students lack writing skills when it comes to grammar, punctuation, spelling and sentence structure. They have great ideas, but they lack the vocabulary to properly articulate them. And we all felt that their critical analysis skills should be stronger when it comes to "reading" and comparing films. In this second year, the conversation grew to talking about how to structure individual classes, and how we could help each other brainstorm potential projects to strengthen these areas for our students. Conversations continue about how to strengthen our pre-application courses to start helping students with their writing skills as early as possible.

**3. What specifically did your assessment show regarding proven strengths or progress you made on outcomes/objectives? (Strengths)**

Overall, 33% of the essays received an Exceptional rating, 44% of the essays received a Proficient Rating. The remaining 23% of the essays received a Developing rating. While this does match our target, "For the 2015-16 assessment period, while reviewing the essays written in CMI 398 Animated Film Review, our target is for at least 30% of the essays to receive an overall Exceptional rating, and for an additional 40% of the essays to receive an overall Proficient rating," the faculty felt that the Critical Analysis skills as well as Style and Mechanics scores were far lower than what we want our students to achieve. So, for that reason, we would like to state that our goal is Partially Met. We met our overall goal on paper, but feel that there are improvements we can make to improve our students' writing and critical analysis skills that can also strengthen CMI as a department.

**4. What specifically did your assessment show regarding opportunities for improvement. Describe how you intend to address those issues over the next year. If you met all targets, what specifically do you intend to do in the next assessment cycle to promote continuous improvement in your area?**

Under the category of CRITICAL ANALYSIS, student essays were assessed on how effectively the essay critically analyzed the films as well as how well they made connections between symbols and elements in the film. 11% of the essays received an Exceptional rating. 33% of the essays received a Proficient rating. 56% of the essays received a Developing rating. No essays received a Formative rating. Under the category of INFORMATION/ORGANIZATION, student essays were assessed on how well the information was researched as well as how well they utilized facts to back up their analysis. Additionally, the organization of the content of each essay was also considered. 22% of the essays received an Exceptional rating. 44% of the essays received a Proficient rating. 33% of the essays received a Developing rating. No essays received a Formative rating. Under the category of STYLE AND MECHANICS, student essays were assessed on how successful the author was at having his/her voice and style come through the writing in addition to the standards of grammar, spelling and punctuation mechanics and usage. 0% of the essays received an Exceptional rating. 56% of the essays received a Proficient rating. 33% of the essays received a Developing rating. 11% of the essays received a Formative rating. Considering this data, the CMI faculty believe that the major opportunities for improvement include improvement in writing style and mechanics. We plan to include more writing instruction in our freshmen and sophomore level courses. Additionally, we will continue the action plan of informing our students about the benefits of the writing center and encouraging them to take advantage of this resource. Additionally, we would like to see our students score higher in the critical analysis category in the future, and our plan is to include more critical analysis writing assignments earlier in the curricula in both Animation & Visual Effects and Digital Filmmaking.

**5. Specifically, what have you learned about your program, and/or your students' learning?**

Specifically, we learned that our students have some issues with writing, both technical writing skills and critical analysis writing skills. We also learned that we can work together to come up with ideas to try to improve in this area.

**6. Provide a brief summary of your program, department, or unit's activities in the current assessment cycle. You might want to describe a major accomplishment or explain how your area contributed to Baccalaureate Experience learning, or to Vision 2020. Alternatively you may want to discuss how your program is using this assessment to inform decisions and actions for improvement. This summary should be appropriate for broad audiences.**

The Creative Media Institute had a wonderful year 2015-16. CMI faculty worked together, led by Ross Marks, to launch the Las Cruces International Film Festival, which brought over 100 independent filmmakers to Las Cruces from all over the world, included educational workshops from Robert Wuhl, the IATSE 400 Union, special effects make up artist Pepper Gallegos, and featured actor Danny Trejo. Over 4000 people bought tickets to see films over 4 days at the Allen Theatres. Faculty members continue to produce creative scholarship that garners awards and recognition at the local, state and national level. Assistant Professor Sherwin Lau worked on national music videos for bands like Panic at the Disco and singer Ashley Monroe. Assistant Professor Ilana Lapid created a short film called "La Catrina" that screened in several museum exhibitions to great accolades. College Assistant Professor Eddie Bakshi finished a short film that he created alongside his father, legendary animator Ralph Bakshi, called "Last Days of Coney Island." Additionally, faculty led by Mitch Fowler created a lot of work for the College of Arts and Sciences, highlighting members of the Dean's Council for Starry Night, as well as for the Dean's Awards Recipients. Between the Fall and Spring semesters, we had nearly 100 students graduate, and we accepted 72 freshmen and transfer students into our Animation & Visual Effects and Digital Filmmaking programs. CMI Alumnus ('14) Julian Alexander premiered his senior project film, "Buffalo," at the Cannes Film Festival in France. Alumnus Sheridan O'Donnell ('14) also had a European premiere for his film "Wolff's Law" at the Brussels Short Film Festival.