

## 1. Briefly explain how your plans relate to your College's mission/vision.

The College is working to develop a focused intellectual and artistic trajectory leading to the establishment of the MCCAMC as the destination campus in the arts, media, and communication disciplines in the Los Angeles basin and ultimately to become one of the top ten comprehensive arts, media, and communication Colleges in the country. We are currently the preferred College for students in the region who seek to be the successful artists and communicators of the future. The College plans to arrive at this trajectory through several initiatives and the establishment of an incremental, strategic, flexible, and deliberate continuous improvement agenda. We have added a new initiative to the list from our 2008-2009 planning document. The College's priorities and goals for the coming year include:

- 1) Develop a curricular strategy leading to the formation of interdisciplinary programs that utilize both existing and new curriculum that prepare students for the changing demands and fragile transparent divisions that continue to disappear as the arts and communication industries are redefined and collapsed into new technologies and delivery systems.
- 2) The strategy in priority number one will be applied to but not limited to the development of a Masters degree in Music Industry Studies, a minor in Musical Theatre that is shared by both the Department of Music and the Department of Theatre, a minor in Music, the strengthening of the Media Theory Criticism option in CTVA, the strengthening of the Multi-Media Production option in CTVA, and the exploration of MA programs that take advantage of our location in the creative capital of the world.
- 3) Develop a common and consistent plan for branding the College. This will require the need to work with the Provost's office to reorganize staff within the College concentrating on the areas of marketing, publicity, grant writing and development. With this model we will better be able to focus on student outreach and recruitment as well as community outreach, the solicitation of grants and contract income, and, where appropriate, to establish meaningful objectives for earned income.
- 4) Reorganize and centralize the reporting structure of the Plaza Del Sol, PAC, CSUN Galleries, and Armer Theater. Along with KCSN, the various programs and venues of these facilities will collaborate to achieve a cohesive branding objective that consistently acknowledges and reinforces their relationship with the College and the University.
- 5) Identify and create a comprehensive inventory of all relationships between the College and organizations that use university space, faculty and staff, and other resources to support non-general fund activities. The goal of this exercise, where facilities, faculty, staff, and university resources interface with outside organizations, is to centralize the knowledge, oversight, and consistent transparent supervision of the relationships and activities in the Dean's Office
- 6) Work toward a generalist model in each discipline (department). Such a model exists in the Theatre BA degree program. This will assist the College in graduating the over 680 students currently on record who have earned over 120 units toward their BA degree. Tied to this is the creation of a collegiate core curriculum leading to the development of an interdisciplinary BA degree in the arts.

These goals will be implemented by repurposing existing resources where possible, and by requesting new funds to support innovation and faculty positions where evidence of demand can be identified. In items (1) and (2), recruitment plan requests will support the goals of the College by building a team of scholars and artists who are prepared to train more fully integrated majors in the arts and communication for the 21st century. In items (3), (4), and (5), the goals will be completed in year one. Item (6) will take several years to complete; however, we are beginning this process this semester with a direct solicitation to the students to collect data that reflect their perceived needs toward the completion of the undergraduate degree.

Year One 2008-2009: Assessment of all departments and programs in the College has been undertaken with special attention to licensing issues regarding non-curricular activity. In Year One the College, with the aid of the campus, moved forward more rapidly on items (3) and (4) than outlined in the 07 planning document. Item (3)-branding-is well underway with the College calendar and linkage of the academic departments and Performance Hall marketing plans. Sequential progress has been made in item (4). All external entities now report to the Dean's office. With the improved reporting structure of the Performance Hall and the VPAC and the hiring of an operations manager, the operational hemorrhaging of the last two seasons has ceased. The Performance Hall is again generating appropriate external revenue. Coordination between the Music Department and the PH is greatly improved. KCSN is positioned to build a sustainable audience in the Valley and beyond due to critical changes in personnel and the reinstatement of a multiyear community service grant from CPB. Item-(5)-the cooperation among the departments

in the College and skillful enrollment management has supported the College's ability to exceed the 2008-2009 FTES targets.

Year Two 2009-2010: Create a realistic plan and timeline for items (1), (2) and (6). Challenges remain in achieving these three initiatives due to the more difficult financial environment confronting the state. Creating new degree programs is necessary to sustain enrollment but alternative faculty staffing models will be researched and explored. The hiring of multiyear lecture positions in Music for MIS and Journalism for the Sundial management provide the model we will continue to employ in the foreseeable future. Item (6) could be operational in year three with appropriate buy-in from the departments.

Year Three 2010-2011: Evaluate the outcomes that have resulted from changes driven by items (3), (4), and (5), and begin implementation of the timeline for items (1), (2) and (6).

## 2. ACADEMIC QUALITY

### a) Assessment

Explain how the College intends to assess the outcomes of the planning initiatives: setting benchmarks, assessing against them, using results, etc.

Assessment in all departments is focused on the College's and University's commitment to teaching, scholarship and active learning. The goal is to measure student learning and performance throughout each program and use the evidence for revising and improving the curriculum and other student services. Benchmarks for each phase of the assessment process continue to be established and will be employed throughout the longitudinal study. Four of the six departments are accredited and use the agency standards to guide their performance measurement. During 2007-2008, the assessment process was coordinated by the departments with consultation and direction from the College Assessment Director, Paula DiMarco from the Art Department. Dr. DiMarco receives 3 units of release time each semester. Reports were submitted electronically to the Assessment Director and the Associate Dean in June 2008. In each department there are central elements that coalesce to form a strategic plan for the College.

The six departments in the College have created a five-year plan for their assessment. Each department has completed their third year of actively assessing at least one SLO in the major. The goal is to continue this assessment, use the evidence to improve curriculum and students' educational experiences, and provide evidentiary support for new faculty positions.

The College Assessment Director cataloged the assessment documentation and reports from the departments and placed them on the College web site. It can be reached at <http://www.csun.edu/amcarc/>. The Assessment Director is also the College representative on the GE recertification review committee. In this role she greatly aided the College departments in preparing for the GE recertification in 2008-09 of Arts and Humanities. The Assessment Director assists departments involved in Program Reviews and accreditation in documenting their assessment process. CTVA, Music and Communication Studies have been aided through her work.

Departments are using a variety of assessment methodologies. Outcome activities in the College are grouped into three areas of knowledge acquisition: cognitive skills, which are assessed by the faculty via performance critiques, embedded test questions, or embedded assignments; behavioral learning, which is assessed through observation, presentation skills, and performance models; and affective learning, which is assessed through comprehensive exams or thesis as well as student, alumni, employer (internship) surveys that yield important information about growth and change in attitudes. Each department has put in place a variety of measures to evaluate student learning and to evaluate how objectives are fulfilled through curricular plans. From the College perspective, we recognized that much of the evaluation of student learning is conducted in the classroom by faculty. We plan to work with the assessment liaisons to create models for gathering data that align with course assignments to streamline the assessment process and to assure on-going data gathering for longitudinal studies.

The strategic plan for assessment in the College:

- Departments will assess at least one SLO each year, completing total assessment of department SLOs by 2010.
- All graduate programs will have graduate SLOs and will complete assessment of these SLOs by 2010.
- Direct assessment techniques are used to measure student performance in achieving the undergraduate as well as the graduate SLOs.
- All courses are to be aligned with program objectives to provide evidence of student achievement and the educational effectiveness of the program.
- Assessment is a longitudinal process for both the undergraduate and graduate programs and includes a capstone experience.
- Assessment data is stored by the department, in print form and electronically, to provide data access to department faculty, administrators and accrediting boards.
- Yearly department assessment reports and findings will be stored on the Assessment Resource Center (ARC) website, for faculty, administrators, and accrediting boards.

## 2. ACADEMIC QUALITY *(continued)*

### b) The Learning-Centered University

CSUN faculty and staff have developed pedagogies and learning objectives that take into account the different ways and paces by which students learn, as well as the different media and formats that suit different disciplines and levels of instruction. Recently, we have especially encouraged the replacement of seat time—hours as a measure of learning—with indices and supplementary experiences which allow students to proceed faster, if they can. Record the major ways in which the College has implemented—and will implement—several principles of a learning-centered and/or innovative university. Indicate, too, the extent to which funds have been redeployed to these ends.

The Assessment Director continues to work with departments to complete the assessment of their SLOs and prepare for the GE recertification of Arts and Humanities courses. A College assessment web site, presently under development, will provide online information regarding the assessment process and outcomes in each department.

The College is creating alternative methods of delivery and course models through the Chancellor’s Office grants and other funding sources. We have also committed release time funds and supplies and services to support additional course development. Various assessment methods will be employed to determine the viability of these models. The College will also sponsor symposiums to assist our faculty in creating hybrid and on-line courses.

Heightened attention is being focused on developing interdisciplinary course work in the College that enable students to master a range of knowledge and skills to succeed in a global, digital environment. Through the use of interdisciplinary courses and linked assignments in existing courses, students in art, media, music, theatre and communication will model the collaborative production experience they will encounter in the professional environment. The animation program, cinema and television production program, and multimedia programs throughout the College provide rich experiences for collaborative pre-professional work. The productions that result from these collaborations will seek larger audiences and professional recognition through broadcast and cable venues and festivals. External juried competitions in the arts, media and communication fields provide opportunities for the validation of excellence in the students’ work. Department chairs will participate in a College retreat on February 6 to begin to develop a framework to move the College toward a common core. In addition each department is being asked to address the need to move the 682 students currently in the College that have earned more than 120 credits to graduation. To do so departments will be charged with developing a degree mechanism that brings the undergraduate experience to closure. This is an important area to invest collegiate resources as reflected in the following table.

Summary of MCCAMC  
120+ units by major  
Spring 2009

Department	Percent of		2008	
	Total #	College Total	Fall # Majors	120+ to Majors
Art	160	23%	1040	15%
CTVA	167	24%	1450	12%
Comm Studies	68	10%	700	10%
Journalism	107	16%	783	14%
Music	152	22%	650	23%
Theatre	28	4%	250	11%

In reviewing MCCAMC academic personnel the ratio of full-time tenure track positions (35%) to part-time positions (65%) appears to create an environment not as supportive to student success as would a ratio more closely approaching a more equal distribution. Because a number of part-time faculty teach more than 6 units, the University is supporting full benefits without receiving a level of investment in the students, advisement and the curriculum from this group. We would like to work with the University to develop a plan to convert a number of these part-time positions to multi-year full-time term positions. By making the investment whole and investing in

the full-time faculty we believe the benefit to our students and to the continued vitality of our departments to be very significant and measurable.

**Examples of proposed Interdisciplinary Programs and courses:**

Minor in Musical Theatre (combining courses from Music and Theatre)

Exploring the potential of bringing a Chicano Studies Ethnomusicologist to participate in courses in Music.

A College generalist BA degree.

**Examples of Option Enhancements:**

Strengthening the media theory and criticism and the electronic media management options in CTVA

Strengthening the multimedia production option in CTVA

Investments in convergence curriculum in Journalism

Development of a CTVA general option

Create Public/Community Art emphasis

Reactivate and increase staffing of the Entertainment Industry Institute

**Examples of new degree programs the College is exploring:**

Minor in Music—students will not take lessons in the curriculum

MA Music Industry Studies/Arts Entrepreneurship

MA Media Theory and Criticism in CTVA

MFA Screenwriting

Minor Performance Studies (combining courses in ComS and Theatre)

## 2. **ACADEMIC QUALITY** *(continued)*

### c) **Research and Creative Activity**

Colleges and other units should report initiatives that will: (1) “incentivize” research, (2) require matches, in-kind support, or enhancements to facilities, (3) respond to regional needs, (4) revamp the delivery of the curriculum and/or the involvement of students as research/creative apprentices, (5) and/or require reforms in RPT that, for instance, clarify the standards for early promotion and specify how alternatives to publication will be appraised, (6) pay special attention to opportunities, through grants and contracts, to enhance the General Fund support of units and the total compensation of faculty.

The College is committed to allocating funding to support faculty research and creative activities. The College also supplements department travel funds by providing additional support for scholarly and creative travel. In the current academic year the College is spending nearly \$125,000 supporting research and creative activities and travel. Research projects were reviewed by a 6-person collegiate committee that ranked applications and made recommendations to the Dean. The Dean reviewed the ranking and made some adjustments based on his assessment of the applications. Seventeen faculty were awarded grants totaling \$70,180 this academic year. The College plans to reserve carry forward funds to allow this to continue in 2009-2010.

The College selected its second Research Fellow for 2009-10. We look forward to supporting the continued research of our Fellows.

The College created a guide for university and outside funding sources for research and creative activities. It will be updated annually.

Discussion is needed to determine the continued leadership of The Institute for Art and Media. Dr. Kent Kirkton will begin a FERF in Fall 2009. The Institute will need to expand its curricular relevance to receive additional collegiate support in the future.

## 2. ACADEMIC QUALITY *(continued)*

### d) **On-Going Programs**

What changes do you anticipate? In particular, how will change to existing programs support growth and quality improvement? How will the proposed change be supported: with new and/or repurposed resources? Will it entail experiential learning, reduce seat time, reinforce GE, and/or respond to regional needs or accreditation reviews? Will it reflect an entrepreneurial direction to enhance General Fund and total compensation?

To unite efforts to brand and market the College, KCSN, the CSUN Art Galleries, the Armer Theater and the Performance Hall have moved under the management of the Dean's office. With this structure we are better coordinating calendars, enabling the College to cross-promote events and communicate with one voice to the university and community. Music and Theatre performances will also be publicized with the College. A marketing director will be hired to coordinate all College communication.

With this effort will also come the formation of campus advisory committees for the CSUN galleries in 2009-10, the Armer Theater in 2009-2010, and the Performance Hall in 2010-2011. These committees will be interdisciplinary in nature and will work to develop programming agendas that support shared collegiate/university values.

Structural example for CSUN Galleries Advisory Committee: 1 representative from the following areas; Art History, 2-D, Digital, 3-D, Journalism, Arts Council member, Ex-officio; Dean, 1 representative from Advancement. (The Dean's office and Advancement hold oversight responsibility for the Foundation collection. )

With the centralizing of these functions, beginning in 2008-2009, has come the repurposing of faculty time back to the Art Department. As a result FTES growth should follow and the departmental budget will be held harmless and the faculty teaching assignment made whole.

Changes anticipated in the College will encompass implementation of more alternative methods of course delivery such as hybrid and OL formats, utilizing large section lecture courses where appropriate to support smaller laboratory and performance courses, updating and revising GE courses to be relevant and interesting to the student body.

A standardized licensing system for all ancillary outreach programs--OperaWorks, Teenage Drama Workshop, Youth Orchestra, and future rental clients--will be created and administered from the Dean's office. In addition, in 2009-10 a stand-in rental agreement and consistent facility pricing will be developed for all spaces within the College footprint. Rents will be standardized and appropriately scaled for: University groups, off-campus non-profits and for-profits.

In the Fall semester 2008 cooperation was reestablished with the Performance Hall to provide on-campus venues for performing arts ensembles in 2008-2009. As this collaboration develops a centralized marketing plan for the promotion and support of these academically related events will be paired with the presenting role of the Plaza del Sol. A significant reality for every student majoring in the performing arts and for every faculty member preparing those students is the expectation that their work be showcased in a professional performance environment. As a College we need to deliver on that expectation for both students and faculty. The delivery will enhance faculty creative work and reward student achievement.

### 3. STUDENT ENGAGEMENT

Describe how your unit will contribute to the CSUN effort to engage, retain, stimulate, and graduate its students. Specifically, concentrate on plans to improve first to second year retention, reach out to K-12 pupils and teachers, make advising more consistent in practice and policy, and improve the support structures for students in courses with high failure rates. Finally, if pertinent, describe plans to mentor and channel undergraduates into post-baccalaureate study.

The advisement model assigning a staff advisor to each department was advanced when advisors for CTVA and Journalism were hired in Fall 07. Given the current budgetary situation one additional advisor for Communication Studies/Theatre will not be requested. We will continue reviewing the caseload across the College to assess our advisement model.

Space continues to be an issue for the SRC/EOP. The addition of two full time advisors has now filled the allocated space. Space adjacent to the Center to house student files is needed. A long-term plan to accommodate the center is needed to keep pace with continued growth of the College.

Student salary levels for peer advisors and work-study must increase to retain employees. The SRC/EOP needs 6-8 peer advisors on staff each year. This job requires a mature, dependable student and there is a great deal of competition on campus and off for a student with this work ethic. The Center cannot afford large turn-over given the extensive training needed to prepare the student worker.

The SRC/EOP Director and staff advisors work with each department in the development of clear department retention plans, with set follow-up planned guidelines to advance students towards graduation. These plans include conducting Degree Progress Reports at 60 units and 90 units, follow-up with students who did not meet scheduled graduation time, developing on-going follow-up email as it is currently being conducted by SRC/EOP for First-Time Freshmen during their first two semesters, or print mail communication for students who have not yet attempted or did not pass the WPE. SRC/EOP presently has retention plans for the following student populations:

- First-Time Freshmen
- Second-Semester Freshmen
- EOP Students
- Probation Students
- Newly Disqualified and New Re-Admitted Students
- First-Time Transfers (FTF)

Beginning in Spring 2008 and continuing in Spring 2009 the College advisors are contacting majors with excessive units to determine their path to graduation. In Spring 2008 we were able to reach 72 out of 93 students with more than 140 units. In Spring 2009 we are contacting 682 students. This additional advisement is assisting many MCCAMC students in completing their undergraduate degree.

In an effort to increase retention of freshmen and sophomores, the SRC/EOP continues participation in a pilot program called "CARE" Initiative. A sub-population from all FTF registered in the college needing two semesters of developmental math, writing and EOP students were selected to receive one-on-one advisement for their first four terms on campus. This project was begun in fall 2007. The data from this pilot project will inform our on-going advisement strategy in the college

The Associate Dean and the Director of SRC/EOP coordinate all recruitment events for the College. This is done in cooperation with Student Affairs. The College hosted an open house following Preview Day in the fall 08 but turnout was very small. We are examining other recruitment efforts to showcase the departments and the College.

## 4. SHARED VALUES

Discuss how proposed initiatives reflect the shared values of the university and your College's core values. What philosophy—what thread—ties together these efforts? Indicate how they respond to assessment reports.

The planning process in MCCAMC continues to be guided by our focus and commitment to a clear and deliberate trajectory to be regionally focused and nationally recognized and to become a destination of choice for students in the performing and visual arts and communication professions. In no field of study housed in the academy is the value of assessment more important than in the disciplines located in this College. Performance expectations for every student pursuing a degree in this College include the presentation of creative work in the commons. Whether the student is delivering the news on KCSN, an aria in the mainstage theatre, an article in the Sundial, or participating in an intercollegiate debate, their work is evaluated not just by faculty but by peers and the greater community. Our request for faculty positions and staff repurposing are driven by our commitment to more effectively provide our students with outstanding pre-professional training and to position and grow our programs across multiple disciplines on the road to a divisional structure:

- Cinema and Television Arts
- Communication
- Journalism
- Performing Arts (all performing arts disciplines on campus)
- Visual Arts

This divisional format will retain the department structure but will allow programs to extend beyond the traditional department boundaries to more accurately reflect the emerging opportunities of the professional environment. In 2009-10 we will move forward by developing a structure for the first division to take form in the performing arts disciplines. During this year we will continue conversations in the other College departments as well. Our goal is to develop a structure that more readily allows us to facilitate decisions across disciplines on the road to building both breadth and depth in the College. An environment that more successfully develops breadth is our ultimate academic goal. In our discussions with the profession during the last year it became abundantly clear that our grads need multiple skills, not single skills, and that they are well prepared in both historical context and applied problem solving to be able to multi-task in the professional workplace.

MCCAMC has in recent years contributed mightily to the CSUN growth engine. We believe we can continue to contribute and build momentum with the recruitment plan that follows.

The College FTES has grown by 19.87% since 2003-2004. FTES increased by 164 from 2006 to 2007 and 249 from 2007-2008 which is a faculty equivalent of 12 positions. In moving forward I would like to use repurposed funds and part-time dollars to support two College-funded positions. The College continues to carry forward the MIS tenure position which is presently held by a full-time lecturer in 2008-2009 and 2009-2010. A search for a technical director for the Theatre Department in association with the VPAC is carried forward. It is College growth, accreditation demands, retooling of our majors, focus on interdisciplinary curriculum and expansion of our graduate offerings that support our faculty requests.

As a result of this tremendous demand and because of the remarkable intellectual and pre-professional benefit for our students, the College will reactivate the Entertainment Industry Institute (EII). The Institute was dismantled during the transition year prior to the arrival of the Dean. Because of the availability of a community of highly qualified professional senior managers from the industry, this initiative can be accomplished with six units assigned to a part-time lecturer. Since its inception 2005, the number of internships open to our students has risen from about 200 to nearly 3,000 in 2009 as internships have replaced entry-level positions in nearly all media outlets and organizations. The intern program is one of the strengths of the College given our proximity to the entertainment business. The EII will continue the growth of this capstone experience for our majors. KCSN is entering into a new programming initiative with significant funding coming from the Corporation for Public Broadcasting. In this grant we are seeking capacity building funding to replace and hire additional staff at the station to create and manage a new program format.

The College and University both acknowledge that some past practices within the College have not benefited the College. The College wishes to continue to work in partnership with the University to realign expectations regarding University assets the College manages/maintains such as the CSUN Art Galleries, the Armer Theater, the radio station, and the PAC. This realignment is not only tied to the branding of these entities in conjunction with the College and the University, but also the support/resources provided for these venues and respective activities, which should not solely be allocated from the resources provided the College for the delivery of instruction. An example of this transition is the appointment of Jim Sweeters as Interim Director of University Galleries. Under Jim's leadership the galleries have presented outstanding exhibitions of the work of Emeritus Faculty member, Hans Burkhardt, and internationally recognized artists Christo and Jean Claude. Opening in early February is a show of the work of activist artist Sister Mary Corita Kent, guest curated by Aaron Rose in cooperation with the Corita Art Center. Such realignment should reposition the College to more effectively and efficiently use resources allocated based on enrollment and instruction for the tasks intended. A new alignment will provide the mechanism for each of the assets named above to be managed appropriately and successfully. The growth and success of these portals to the College and University is inextricably linked to the academic health and welfare of the MCCAMC. The demand that we continue to enjoy in the College is already being fueled by our centralized comprehensive branding. I believe this will only increase as we gain our stride, even in the current economic environment.