

COLUMBIA COLLEGE HOLLYWOOD

Columbia College Hollywood • 18618 Oxnard Street • Los Angeles • CA • 91356

Institutional Effectiveness Report (IER) GENERAL EDUCATION

Fiscal Year:	FY18	Date Submitted - By Week 3 Following:			
Campus:	Los Angeles	FA 17	WI18	SP18	SU18
Prepared By,	Rene Bruckner	2/2/18	4/27/18	7/23/18	10/19/18

Overview

The General Education program is assessed according to the outcomes:

- GELO 1: Compose written communications in English with precise command of usage, organization, and expressive form.
- GELO 2: Discuss ideas with clarity and composure in oral communication settings.
- GELO 3: Execute research plans, from the initial identification of information needs through to the evaluation and utilization of findings.
- GELO 4: Utilize quantitative information with understanding of its applicability in real-world settings.
- GELO 5: Formulate conclusions/solutions as the result of a creative, critical thinking process.
- Outcome 6 Student Satisfaction (Source: Student Affairs and Academics)
- Outcome 7 Instructor & Course Quality (Source: Academics)

Assessment Methods

- GELOs: Review student work. Assign a score based on the course rubric.
Goal: > 2.5 0 = Failing
 1 = Poor
 2 = Satisfactory
 3 = Proficient
 4 = Excellent
- Outcomes 6 & 7: Relevant questions on Exit Surveys and Course/Instructor Evaluations

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GELO 1: Compose written communications in English with precise command of usage, organization, and expressive form.

Assessment Method: Review student work. Assign score based on rubric.		
Goal:	Average > 2.5	
FA17		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	16	2.31
GH152A History of Crit. Analysis	34	2.76
GN206 Anthropological Science	14	2.68
GS362 Social Problems	10	3.15
F335 Production Workshop 3	9	3.14
WI18		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	23	2.5
GH152A History of Crit. Analysis	45	2.68
GS109 Abnormal Psychology	18	3.2
GH213TT MP History: Time Travel	17	2.7
SP18		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	22	1.55
F335 Production Workshop 3	13	2.58
SU18		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	18	1.64
F335 Production Workshop 3	15	2.73

GELO 2: Discuss ideas with clarity and composure in oral communication settings.

Assessment Method: Review student work. Assign score based on rubric.		
Goal:	Average > 2.5	
FA17		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	16	3.0
GH152A History of Crit. Analysis	34	2.6
GN206 Anthropological Science	14	2.57
GS362 Social Problems	10	2.95
F335 Production Workshop 3	9	2.58
WI18		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	23	3.2
GH152A History of Crit. Analysis	45	2.97

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GH213TT MP History: Time Travel	17	2.75
F335 Production Workshop 3	6	2.82
SP18		
Numerical Outcomes:	# of Students Measured	Average score
GH152A History of Crit. Analysis	36	1.67
F335 Production Workshop 3	15	2.83
SU18		
Numerical Outcomes:	# of Students Measured	Average score
GH152A History of Crit. Analysis	21	2.22
F335 Production Workshop 3	15	2.83

GELO 3: Execute research plans, from the initial identification of information needs through to the evaluation and utilization of findings.

Assessment Method: Review student work. Assign score based on rubric.		
Goal:	Average > 2.5	
FA17		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	16	2.41
GH152A History of Crit. Analysis	34	2.44
GN206 Anthropological Science	14	2.39
GS362 Social Problems	10	3.1
WI18		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	23	3.1
GH152A History of Crit. Analysis	45	2.53
GS109 Abnormal Psychology	18	3.7
GH213TT MP History: Time Travel	17	2.8
SP18		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	22	1.36
GS251 Social Psych of Sex & Gender	18	2.97
SU18		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	18	1.36
GS406 Theories of Performance	7	2.93

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GELO 4: Utilize quantitative information with understanding of its applicability in real-world settings.

Assessment Method: Review student work. Assign score based on rubric.		
Goal:	Average > 2.5	
FA17		
Numerical Outcomes:	# of Students Measured	Average score
GN105A Math Essentials+	17	2.76
GN206 Anthropological Science	14	2.54
WI18		
Numerical Outcomes:	# of Students Measured	Average score
GN105A Math Essentials+	16	3.06
GN329 Minerals, Crystals, and Gems	18	3.5
SP18		
Numerical Outcomes:	# of Students Measured	Average score
GN105A Math Essentials+	21	1.55
SU18		
Numerical Outcomes:	# of Students Measured	Average score
GN105A Math Essentials+	13	1.8
GS217 Technology & Pop Culture	6	2.5
GS406 Theories of Performance	7	2.36

GELO 5: Formulate conclusions/solutions as the result of a creative, critical thinking process.

Assessment Method: Review student work. Assign score based on rubric.		
Goal:	Average > 2.5	
FA17		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	16	2.5
GH152A History of Crit. Analysis	34	2.5
GN206 Anthropological Science	14	2.61
GS362 Social Problems	10	3.1
F335 Production Workshop 3	9	2.72
WI18		
Numerical Outcomes:	# of Students Measured	Average score
GH101 Writers Workshop	23	3.0
GH152A History of Crit. Analysis	45	2.6
GN105A Math Essentials+	16	2.8
GS109 Abnormal Psychology	18	3.5
GH213TT MP History: Time Travel	17	2.9
F335 Production Workshop 3	6	2.73

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SP18		
Numerical Outcomes:	# of Students Measured	Average score
GH152A History of Crit. Analysis	35	1.44
GS251 Social Psych of Sex & Gender	18	3.33
F335 Production Workshop 3	15	2.47
SUMI18		
Numerical Outcomes:	# of Students Measured	Average score
GH152A History of Crit. Analysis	21	2.36
GS406 Theories of Performance	7	3.36
F335 Production Workshop 3	15	2.47

Outcome 6: Student Satisfaction

Assessment 8.A: Exit Survey (relevant questions)						
Goal:	Likert scale Average > 3 Students self-score their own abilities in these areas of the general education outcomes (core competencies)					
Numerical Outcomes:	Q #4A: Score Written communication	Q #4B: Score Oral communication	Q #4D: Score Quantitative Reasoning	Q #4E: Score Information Literacy	Q #4F: Score Critical Thinking	
FA17	3.50	3.00	3.00	3.50	3.00	
WI18	3.00	3.33	3.33	3.00	3.00	
SP18	3.48	3.55	3.41	3.31	3.72	
SU18	3.00	2.86	2.86	3.00	3.14	

Assessment 8.B: Exit Survey (relevant questions)					
Goal:	Likert scale Average > 3				
Numerical Outcomes:	Q #6A: Score General education courses contributed to my overall education in cinema	Q #6B: Score General education courses gave me the tools to contribute to a curious, thoughtful	Q #6C: Score The general education courses informed my thesis (PW) project and presentation	Q #6D: Score The general education courses contributed to my overall sense of responsibility,	

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		and compassionate global community		creativity and knowledge
FA17	3.50	4.00	2.50	4.00
WI18	3.33	3.00	3.33	3.67
SP18	3.37	3.56	3.19	3.67
SU18	3.00	3.00	2.40	2.60

Outcome 8: Instructor and Course Quality

Assessment 9.A: Instructor / Course Evaluations completed by students (GE courses only)			
Goal:	Likert scale Average > 3		
Numerical Outcomes:	# number of evaluations (sections)	# of responses	Average score
FA17	44	145	3.01 (75%)
WI18	39	245	3.33 (83%)
SP18	36	241	3.51 (88%)
SU18	28	86	3.5 (87.5%)

(ANNUAL SUMMARY CONCLUSIONS ON NEXT PAGE)

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Institutional Effectiveness Report (IER) GENERAL EDUCATION

ANNUAL SUMMARY CONCLUSIONS

Fiscal Year:	2018	Date Prepared:	11/02/18
Campus:	Los Angeles	Date Submitted:	11/05/18
Prepared By:	René Bruckner	Title:	Assoc. Dean of Liberal Arts, Chair of GE

Summary Comments:	<p>During the 2017-18 academic year, CCH's GE program continued to change quickly in response to ongoing assessment.</p> <p>Program Assessment: The GE curriculum continues to be assessed on a very regular schedule, with some refinements to the process put in place last year (see Spring and Summer 2018 comments above, in particular). This year, the major change to that process was to shift the GE Learning Outcomes rubric to a developmental model of assessment. This entailed rewriting the rubric such that students in GE courses are scored on whether they display certain abilities at a Beginner level, a Developing level, a Proficient level, or an Advanced level. The immediate effect of implementing this scoring model was to see more congruity between the scores and the students' class levels. In sum, the refinement allows assessment to be more accurate and thus more effective. CCH uses this assessment process to make decisions about curriculum, course offerings, and other elements that allow the college to fine tune the student experience.</p> <p>Program Changes: As assessment produces evidence, the GE program has made adjustments to embrace strengths and address gaps or other weaknesses. Many changes continue to be made on a quarterly basis. As stated in last year's annual summary, the faculty effect changes by "rewriting existing CLOs, reworking existing syllabi, and developing new courses (syllabi and CLOs). The process has resulted in a vast improvement in the consistency and standardization of courses, both across multiple sections of the same course, and across the college's curriculum as a whole." This continues to be the case in FY18.</p> <p>However, two additional factors allowed GE to plan some sizable changes this year. First, CCH launched two new programs (VFX and GDIM) in the Fall quarter, which allowed the GE faculty to make thoughtful approach to structuring the GE curriculum for those programs. Second, the existing Cinema program underwent a full self-study, producing a program review process that was ongoing as of the end of Summer 18. Because that holistic self-evaluation transpired while GE was rethinking its structure for the new programs, much insight was gained and built into the new structure of GE. This structure is expected to help guide the alterations made to the cinema program after the review process is completed.</p> <p>Summary of some changes planned for GE, based on the FY18 data and previous evidence, starting to roll out in Fall 18:</p>
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	<ul style="list-style-type: none">- Strengthening <u>visual literacy</u>, media literacy, cultural literacy: Assessments have shown that students continue to lack knowledge about art and media history as well as skills in critically analyzing it. As this is a media-centered institution, we are working to address that shortcoming in a number of ways. For example, a new Art History course called Visual Culture is being created as a requirement for the Graphic Design and Interactive Media program. It will introduce students to the vast range of issues involved in becoming sharp critical media consumers as well as producers. This course may prove beneficial in the cinema program as well, as that program responds to its program review results.- Bolstering essential skills in <u>communication</u>: A two-course sequence in composition is being put in place (instead of the single Writer's Workshop course required currently), and a required introductory course in oral communication is being added as well; Composition I: College English will be a prerequisite for Fundamentals of Oral Communication, which in turn will be a prerequisite for Composition II: Reading, Writing, Thinking. In order to ensure that Oral Communication and Comp II are "tuned" to the college's major(s), the instructors will include a number of profession-related assignments, including a simulated job interview and composing an email introduction for professional purposes, as well as an initial personal essay that will eventually develop into each student's Artist Statement in their senior year. These will of course be interwoven with more general kinds of coursework appropriate to introductory courses of these kinds.- Bolstering skills in <u>information literacy</u> and <u>quantitative reasoning</u>: After a series of planning meetings with faculty about the above courses, the decision was made that while Comp I and Oral Communication will center on communication skills, they also will reinforce research skills by requiring students to complete an online series of Information Literacy Modules that the college has purchased. The modules teach how and why information is useful in all aspects of academic and personal life, as well as covering issues such as the ethics of information use. This addition early on in the curriculum will help ensure that students move on to later coursework with a stronger academic skill set. Assessment in later courses will continue to track how intermediate and upper level courses can best reinforce those skills.<p>Similarly, quantitative reasoning is a skill which the college is tracking more rigorously than previously. The required course Math Essentials+ is being replaced with General Math, and although the essential learning outcomes are the same, the coursework and assessment process will focus on quantitative literacy more strongly (as opposed to simple rote mathematical lessons). All instructors of Physical Science, Life Science, Social Science, and Behavioral Science courses will be asked to explicitly address both information and quantitative literacy as part of the coursework design. Additionally, a 300-level Humanities course called Critical Studies: Art, Media, Culture will include assessed coursework in both qualitative and quantitative information; as will a newly added senior level seminar. Course Learning Outcomes for planned new courses in all of the above</p>
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areas reflect this renewed attention to information literacy and quantitative reasoning.

- Strengthening the sequential structure (or scaffolding) of the GE curriculum: The above 2 notes about the new GE structure also point to a related effort made with the new GE curriculum, to use a thoughtful assignment of prerequisites in order to guide students from lower-order courses to intermediate and upper level coursework. Most notably, we are instituting Critical Studies and the senior level seminar, mentioned above, specifically to pick up where lower level courses like Comp II, Visual Culture, science, and social/behavioral science leave off. In more detail, the structure of GE curriculum is being scaffolded within the specific areas, where the previous GE curriculum did not. For example, in both the sciences and the social/behavioral sciences, the requirement will be to take one lower and one upper level course in each area, in sequence. This is partly in response to instructor insights during the assessment process, having to do with students needing more fundamental instruction before taking the advanced courses.

Launch of online course offerings: CCH Los Angeles launched its first few online courses this academic year. Since many of these courses have been in the GE category, a few remarks: While the Los Angeles campus had not offered fully online courses in the past, our new branch campus in Chicago, Flashpoint, has an established online program. Through collaboration between campuses, the online course launch was viewed as very successful because enrollment was immediately high, showing that CCH students are interested in taking some courses online. However, as this is a new program, there is no assessment data as of yet to help us see details about how successful it is in achieving learning outcomes or student satisfaction.

Faculty makeup: The initiative to build an excellent faculty continues as well. Focus of this effort is on staffing GE courses only with properly credentialed instructors.

New hires in FY18 slowed down, except in the area of online instructors, as the online offerings are brand new. That group of instructors (new to this tally and teaching online) accounts for 75% of the increase listed below.

	<u>W118</u>	<u>W119</u>
Total GE faculty (at least 1 course in 17-18):	30	43
New GE faculty (total):	15	13
New GE faculty (continuing):	15	12

100% of GE faculty have an advanced degree. The number of the 43 GE faculty with terminal degrees is 30 (+8 from last year). Those degrees include 6 PhDs, 20 MFAs, 2 terminal MS degrees, 1 JD and 1 EdD. The highest number on this list of degrees is the MFA, by far; this can be seen as a healthy facet of the college overall, given that the degrees awarded are fine arts degrees. In the GE areas, the goal is to staff all courses with instructors whose degree is in the field of instruction. There are a large number of MFAs teaching GE because a large percentage of the requirements are in the cinema & media studies (MP History, Script Analysis) category, which is an

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	<p>area where MFA instructors are often asked to leverage their own professional/academic expertise in a particular area.</p> <p>Faculty Development. Faculty members are continually encouraged to improve their teaching through trainings and workshops, and professional development activities. Each faculty member is required to create and maintain an annual Faculty Development plan. CCH holds multiple “Faculty Development Day” events, usually during the breaks between quarters. These give our adjunct and full-time instructors a chance to learn in various areas. Overall, participation in the Faculty Development program continues to be very enthusiastic and events are well attended.</p> <p>Note: Over the past year, the FDD format has changed slightly. Instead of 4 all-purpose days of general development events, we began holding those only every other quarter and alternating them with a new “Emphasis Meeting” day. On these EM days, events are themed to one specific emphasis (cinematography and screenwriting have been the themes so far). General Education faculty attend those panel discussions and then meet as a group afterward to discuss the insights that can directly benefit their teaching. GE instructors have noted the usefulness of learning more about the field their students are interested in as a profession. Mainly, those insights have been helping instructors tune their non-cinema courses to maximize the relevance to students of cinema.</p> <p>Support and Resources. Enhancements to academic resources included improvements to the college’s tutoring program and a sharpened focus on how faculty can contribute to retention efforts by making students aware of that resource. We also continued to add more hours to the faculty-led writing lab. Lastly, as mentioned above, the college added a new online tool to strengthen students’ research skills (Info Literacy modules).</p>
<p>Plans for Improvement:</p>	<p>Assessment and program improvements: In the coming academic year, increased attention should be given to communicating the results of our assessment to (a) the students, and (b) the faculty. Making students more aware of the process, and of the college’s commitment to improvement, will help to increase their understanding of the program as a whole, and of the connections between GE coursework and their discipline—not to mention assuring them that the quality of their education is a top priority receiving much attention.</p> <p>Making instructors more aware of the results of the process will allow the findings to be put to use. We are working on ideas for creating feedback in the cycle from assessment to analysis to communication to action, in which individual instructors need to be primary actors. That feedback loop has begun in general meetings with the full faculty, but is only fully activated with those specific instructors who are asked to participate in the assessments. The loop needs to be “closed” so that all instructors are regularly incorporating insights from the evidence. Our efforts in this area will develop during the coming year.</p> <p>The addition of 2 new majors, VFX and GDIM, will impact the GE assessment process in some ways. Attention will be given to the new GE courses as well as the existing offerings.</p> <p>Much attention also will be given to applying our existing assessment processes to the online courses, in a way that accounts for the necessary differences between online and on-ground learning.</p>

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	<p>Administrative Staffing: More administrative support for GE would allow the above goals to go forward and succeed. GE would greatly benefit from added administrative staff in the academic office (e.g., a new Academic Coordinator to fill the position that was vacated when the previous coordinator moved into a new role) and on the faculty. In addition to hiring new full-time faculty in cinema and the new program disciplines, we recommend hiring a new faculty member in an area of General Education, with a significant percentage of that position's responsibilities devoted to administrative support. Given the expanding student body and the added degrees, it will be necessary to have full-time staff available (e.g., to give renewed attention to instructor observations and to continue implementing an assessment process that needs to expand with the college).</p>
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