I. **Institutional Learning Outcome 1: Effective Communication (Oral Communication) Creative Media Program Assessment Report**

The Creative Media (B.A.) program provides an education in diverse forms of media and focuses on weaving art and design, narrative, information science, and technologies necessary for a broad range of careers in government and non-government organizations, educational institutions, technological firms and private firms and agencies.

Upon successful completion of the Creative media program, students will be able to:

1. Synthesize multiple creative media forms (e.g., game design, internet platforms, mobile apps, sound design, motion graphics, graphic design, storytelling) including at least two or more tools and technology in an appropriate body of work that focuses on the creative media of tomorrow.

2. Use research and information-gathering skills to identify, analyze, and propose solutions.

3. Make sound ethical and legal decisions in creating and using creative media.

4. Evaluate and critique work in chosen field including self-work by using professional terminology and criteria.

5. Communicate ideas to peers, clients, and intended audiences using visual, oral, and written presentation skills relevant to their chosen media field.

6. Produce a body of work suitable for seeking professional opportunities in their chosen media field.

7. Work productively as members of creative media teams.

II. **Provide a brief description of the Introductory (I), Reinforcement (R), and Mastery (M) Courses. These descriptions should be brief and focus on why they are the I, R, and M.**

Introductory (I) courses:

Foundation courses in art, design, media, technology, and history introduce basic skills of observation and visual communication. These courses provide both overview and training in the necessary area and skills for creating media in any medium. History courses supply a

background in the traditions of the diverse forms of media, and the opportunity to analyze works of art in greater detail. Students in these courses are introduced to the creative process to describe artist choices and are required to communicate their choices and justifications to their peers and intended audiences through either an oral presentation or creative process paper.

Reinforcement (R) courses:

At the end of the freshmen/sophomore year, students demonstrate skills from the foundation courses by beginning to prepare a professional portfolio, that is used to gauge progress in the major. Students at this level are expected to prepare a presentation designed to defend their creative process utilizing gained knowledge and terminology and to foster an understanding by their intended audience.

Mastery (M) courses:

After completing the foundation curriculum, Creative Media majors broaden their experience by enrolling in courses that now apply their foundation skills in a variety of artistic media. Students complete their studies at the senior level by creating a body of work that demonstrates their breadth of talent and by assembling a new portfolio of work that highlights their skills and achievements. Students at the mastery level is expected to possess the oral communication skills to defend their creative process and to educate and inform their intended audience.

III. Describe the outcome assessing.

The outcome assessed in this report is Institutional Learning Outcome (ILO) 1, Effective Communication. Degree Learning Outcome (DLO) 5 was used to assess ILO 1: Effective Communication (oral communication).

(DLO 5)   Communicate ideas to peers, clients, and intended audiences using visual, oral, and written presentation skills relevant to their chosen media field.

The following concentration learning outcomes (CLO) were identified with the designation DLO 5:

General Creative Media concentration (CLO 2 and 8)

CLO	Description
CLO 2	Produce, format, and distribute content across all major media platform
CLO 8	Communicate concepts and ideas for a media project using industry terminology, both verbally and in writing

Communication and New Media Technologies concentration

(CLO 2 and 8)

CLO	Description
CLO 2	Produce, format, and distribute content across all major media platform
CLO 8	Communicate concepts and ideas for a media project using industry terminology, both verbally and in writing

Design and New Media concentration (CLO 2, 6 and 8)

CLO	Description
CLO 2	Demonstrate programming and coding skills by building functional products and prototypes that simulate the intended interactive experience
CLO 6	Produce a consistent interactive experience in a medium appropriate to the user's needs
CLO 8	Clearly and professionally present work and ideas

Game Design and Development concentration (CLO 7 and 12)

CLO	Description
CLO 7	Clearly and professionally present work and ideas
CLO 12	Produce a professional demo reel or portfolio which meets industry standards

IV.   Oral Communication Rubric

Because oral communication takes on many forms, the Assessment Committee modified the AAC&U VALUE rubric* on oral communication in order to fairly score the artifacts. The oral presentations were evaluated based on the following:

1. Vocal Expressiveness
2. Objective
3. Language
4. Organization
5. Supporting material

*The AAC&U rubric was adapted and modified to the curriculum at West Oʻahu by the Assessment Committee in October 2019, based on feedback from faculty. The Assessment Committee members then participated in a calibration training in November 2019 to verify interrater reliability.

Artifacts for this assessment were gathered from courses across the 4 different creative media concentrations, taught by 7 different faculty, both permanent and adjunct. The courses are as follows during the Fall 2019*:

- CM 120: Intro to Digital Video (Introductory)**
- CM 140: History of Video Game Design (Introductory)**
- CM 151: Preproduction: Digital Video (Introductory)
- CM 251: Animation and Special Effects (Introductory)
- CM 320D: Online Video (Reinforced)
- CM 385: Game Design and Development (Reinforced)**
- CM 390: Creative Media Internship (Reinforced)
- CM 490/491: Capstone (Mastery)

*Fall 2019 was the first semester the program offered as a bachelor's degree (BA in Creative Media). Prior to Fall 2019, Creative Media was a concentration within the

Humanities and Applied Science programs. The new program presented new divisional and concentration learning outcomes that the faculty modified for the Fall semester.

**Group projects were submitted with a total between 4 – 8 students in each group.

Table 1: Curriculum Map Breakdown

Curriculum Map Level	Course	N	Mean Rating	Modality: Online vs. Face-to-Face	Representative Sample
Introductory	CM 120	4	2.533	F	Yes
Introductory	CM 140	4	2.26	O	Yes
Introductory	CM 151	6	1.84	F	No
Introductory	CM 251	8	1.966	F	No
Reinforced	CM 320D	17	2.66	O	Yes
Reinforced	CM 385	1	3.1	F	Yes*
Reinforced	CM 390	12	2.766	F	Yes
Mastery	M 490/491	7	3.672	F	Yes

*All students presented a class presentation on the areas they each were responsible for completing.

V. Analysis

The Assessment Committee consisted of 11 faculty members spanning across disciplines and academic support areas. The members were asked to rate the artifacts based on the modified AAC&U oral communication rubric which outlines the following achievement levels:

- Highly proficient
- Proficient
- Developing
- Benchmark
- Fails to Meet Basic

Table 2: Oral Communication Achievement Levels
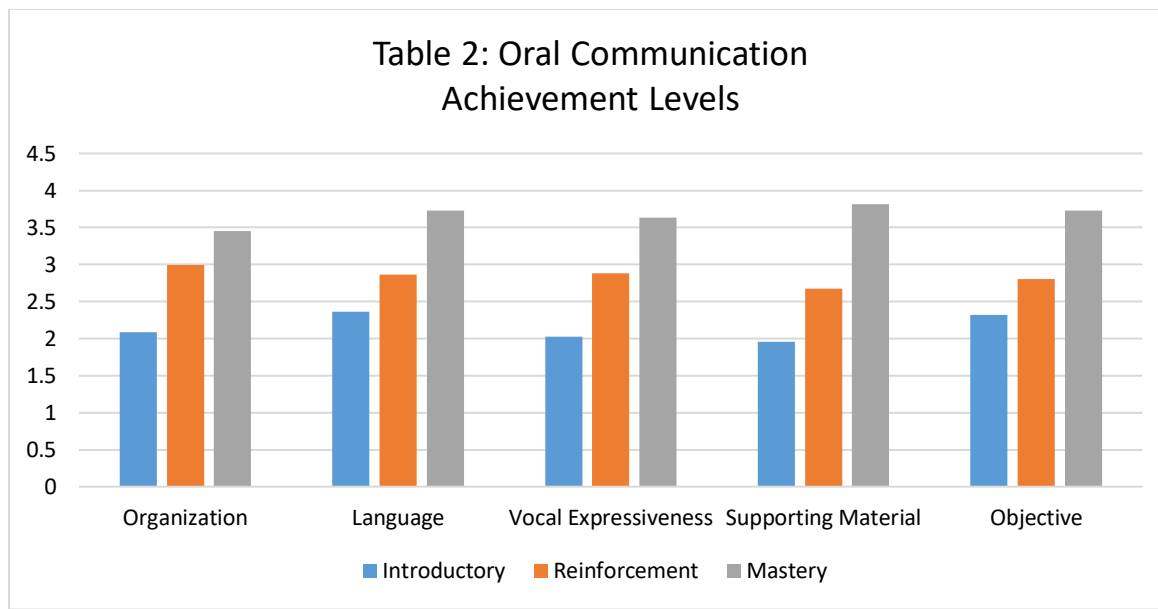
The results showed that the majority of the students' scores met competency or better in the domains of oral communication. As shown in Table 2, 98% of the students across the five domains scored in the "benchmark competency" or above. The students' strongest areas of competency were objective and language, while their weakest area, ironically, was supporting material. Wanting to take closer look at the area of supporting material, it was found by drilling down to the individual reviews, it was revealed this result could be a reflection of the committee member not understanding the way the supporting material was presented (i.e. video, animation, internship) versus a PowerPoint presentation. Therefore, it is possible that students were scored lower when indeed the project itself was the supporting material. This also revealed that the artifacts submitted would need to be clearer in terms of what is being delivered. Overall the results indicate that, based on this sample, the majority of UH West O'ahu Creative Media students are achieving adequate proficiency in their oral communication skills.

These results demonstrate student achievement in oral communication at the senior level. Although most students met competency, there is still room for improvement since few students "exceeded competency" across the five domains of oral communication. In particular, the higher-level courses should look for ways to promote improvements in student delivery techniques. Delivery might be improved by giving students increased opportunities to give presentations so that they become more comfortable with this type of communication. Students should also be encouraged to practice their presentations in order to improve their vocal expressiveness and nonverbal behavior and to enhance the overall effectiveness of their communication.

VI.   Recommendations and Plan

The following are recommendations for improving oral communication with the program.

ILO Outcome: Communicate ideas to peers, clients, and intended audiences using visual, oral, and written presentation skills relevant to their chosen media field.

- Investigate ways to improve oral communication and active participation in group critiques at every level of the curriculum.
- Streamline CLO's to align better with the ILO's using the WSCUC Core Competencies as a guideline.
- Find more ways to embed oral communication particularly at the freshmen level.
- Because Creative Media projects are based around specific conceptual themes, as opposed to a specific technique, embedding more opportunity for critical thinking will be beneficial. For example, in beginning media courses, show students many techniques of working with industry software while utilizing media terminology within in the first two years of the program. As the students work on their projects throughout the semesters, they should begin to understand that the different techniques and the justifications for them. This would allow the opportunity for students to speak about their selection giving them experience with communicating their ideas more clearly.
- Provide more research opportunities that engage students to practice critical thinking. Media students are bound to the word, and strong communication skills allow for a better understanding of hierarchy, structuring content in an appropriate and meaningful context for the intended audience.
- Propose to the Assessment Committee creative media artifacts as supporting material.