

Executive Summary

The feedback received on the PRAC report submitted in 2019 indicated the program should develop more systematic mechanisms to assess program and course learning outcomes and that not enough courses were assessed to give a clear picture of the program. PLO's were also not connected to IUPUI Profiles for undergraduate learning and success (IUPUI+).

Based on this constructive feedback, the Media Arts and Science (MAS) program has progressed towards increasing the scope and rigor in assessing the program learning outcomes by deploying **two major assessment interventions** in preparation for the PRAC 22 report.

First, a program-wide, per-course learning outcomes review and revision is underway to achieve consistent learning outcome language and to conform to best practices. Moreover, consideration of course assessments and their relevance to and impact on the program's learning outcomes (PLO) is part of this review process. This lays the groundwork for curriculum mapping our course offerings to both better align our objectives with the IUPUI Profiles of Learning and Undergraduate Success and to ensure the best career preparation for our students.

Second, because MAS has a vast range of (90) courses, we have chosen this PRAC cycle to evaluate a core set of courses that all MAS students are required to take over the 4-year undergraduate experience. Should our assessment mechanism prove understandable and consistent across our faculty, we aim to expand this method of assessment through the entire program and growing MAS specialization offerings.

MAS Course Learning Outcomes (CLOs) Review / Revision

An ad hoc subcommittee has been reviewing and revising course-level learning outcomes to achieve multiple objectives:

1. To simplify the language and establish a common verbiage for consistency across the learning outcomes of all MAS courses.
2. To provide easier insight into the nature of course outcomes. To this end we have been categorizing learning outcomes into three domains of expertise: technical, aesthetic and meaning. (The expectation is that nearly all courses will have outcomes in all three domains. The speculation is and that we will see a desired shift from lower-level courses emphasizing technical considerations toward higher-level courses engaging with considerations of meaning.)
3. To link the revised CLOs to a corresponding assessment and the assessments to a PLO.

The larger scope of this undertaking is to lay the foundation for conducting a curriculum mapping of all MAS courses, resulting in a reconsideration and revision of the program level

outcomes. The curriculum mapping will connect all course assessments to the PLO's (and to IUPUI+) and expose any gaps and redundancies in the course offerings.

By the 2022 PRAC report, we will understand which program learning outcomes are relevant, over-assessed, under-assessed, and connected to course learning outcomes.

[Link to Ongoing Work](#)

MAS IUPUI+ and PLO Assessment Review

Core Course Assessment Methodology

Media Arts and Science, while vast in its 4-year undergraduate specializations (3D Animation, Digital Storytelling, Video and Audio Production, Game Design and Development, and Web Design and Development), has a set of core courses that all students take over their 4-year undergraduate degree.

These core courses are the grounds we are examining for creating a mechanism giving support to program wide assessment in the future. Core course faculty were asked to align their course learning outcomes to both IUPUI+ and MAS PLOs with their in-class assessments, then report both their frequency of grades and grade averages from each assessment.

These 5 courses are selected because ALL Media Arts and Science students are required to take these courses at specific times and sequence in their degree. These courses are also oriented towards professional development of the students, no matter their area(s) of specialization.

Example of foundational, freshmen course:

- N100 - Foundations of New Media (3/3 sections)
[Defazio Section](#), [King Sections](#)

Example of sophomore/junior career and portfolio planning courses:

- N299 - [Career Planning](#)
N399 - [Portfolio Development](#)

Example of Experiential and community based learning course:

- N420 - [Multimedia Project Development](#)

Example of Capstone Course:

- N499 - Capstone (1/12 Sections)
[Wood Section](#)

Results from Fall 2020 core course simulation pgs. 3-4:

Course instructors mapped their CLOs to (1) IUPUI+, (1) primary MAS PLO, they then identified the main assessment mechanism for each CLO, and recorded the courses grade frequency and average scores for their 2020 courses.

Grades received on Individual assessments connected to IUPUI+ over 4 years.

IUPUI+	Freshmen	Soph	Junior	Senior	
	N100	N299	N399	N420	N499
Communicator	85%	99%	N/A	95%	N/A
Problem Solver	85%	94%	87.5%	98%	100%
Innovator	N/A	89%	88 %	91%	100%
Community Contributor	N/A	89%	N/A	89%	91%

There are IUPUI profiles that are not assessed or connected to assessments freshmen year in N100, and again in N399. There is an opportunity to diversify the assessments to connect these critical skills both freshman and junior year. Assessments appear to have grade inflation and multiple instructors are adding rubrics into their assessments in 2022.

Grades received on Individual assessments connected to MAS PLO's over 4 years

MAS PLO's	Fresh	Soph	Junior	Senior	
	N100	N299	N399	N420	N499
Understand digital media and its effective use as a form of communication.					
Communicate ideas effectively in written, oral, and visual form to a range of audiences.	70%	100%	88%	95%	
Work effectively as a member of a team to achieve a common goal.		94%		80%	
Analyze a problem, identify and evaluate alternatives, and plan an appropriate solution.			87%	88%	100%
Evaluate media from multiple perspectives using the theories, concepts, and language of digital media with an appreciation for the history, theory, and traditions of digital media.	85%				
Demonstrate mastery of the concepts, techniques, and tools in one or more digital media specialties.	81%				100%

Develop professional quality digital media productions by promptly applying knowledge and skills including best practices and standards.		96%	96%	87%	100%
Explain the impact of digital media on individuals, organizations, and society.		98%		89%	100%
Acknowledge diverse opinions regarding professional, ethical, legal, and social issues with a global perspective.	75%			Extra Credit	Extra Credit
Plan for continuing professional development with an appreciation of the need for lifelong learning.		89%	100%	90%	91%

There is an opportunity to diversify the assessments to connect more MAS PLO's each year in required, core courses. PLO's centered on professional development and portfolios for career searches are embedded well across the four years. Assessments appear to have grade inflation and multiple instructors are adding rubrics into their assessments in 2022.

A significant challenge and point of feedback in 2019 PRAC report was the program's tendency to connect several IUPUI+ and MAS PLOs to each course learning outcome/assessment. This resulted in data that was difficult to interpret when determining if a CLO met its PLO's objectives within the coursework. We have challenged the faculty to select only one, or a primary, IUPUI+ and MAS PLO per course learning outcome assessment. This allows us to see which PLOs are underserved within classes.

We are pleased with the mechanism of assessment and will be able to see how students are scoring in assessments directly connected to the IUPUI+ and MAS PLO's.

Opportunities to refine Strategy ahead of Full PRAC Report

Capstone remains both the MAS Programs greatest challenge and opportunity for final program assessment. Since the program has many Capstone sections ranging from 1-on-1 mentorship (with 10 unique faculty), to internships, to traditional course experiences, to study abroad, a uniform assessment mechanism is slow to be adopted for capstones by faculty.

Overall, many of our assessments show the need for stronger rubrics in each course assessment due to grade inflation. Exposing the MAS faculty to assignment methodologies such as [TILTing](#) assignments are in infancy, but these course assessments are a perfect way to illustrate the need for continuing to evolve the student experience in each assignment and will also serve in assisting in first year retention and consistency between courses.

- In late 2021, C's Academic Affairs Committee s proposed a guideline that stipulated the first assignment and the assignment constituting the largest part of the grade should be TILT'ed in all courses and all assignments in first-year undergraduate courses should be TILT'ed starting spring 2022. The policy goes up for vote in early 2022.

Conclusion

It is critical for our faculty and students to meet the trends and fast paced changes of digital media industries in which we teach. Ensuring our course and program level learning outcomes are in alignment with the trends of academia while embracing the evolving requirements of professional industry remain our core priorities.

The data collected in the core courses complement the efforts to refine course and program learning outcomes across the degree offering. We can confirm student strengths and weaknesses in both IUPUI Profiles and program learning outcomes through assessment scores in individual classes and in different years of undergraduate experience. This exercise with core 2020 classes, and the systematic review of course learning outcomes has identified PLO's (1,5) that are used far less in our core courses than others. We acknowledge the need for stronger rubrics in course learning outcomes assessments to counter grade inflation. With recent requirements towards adding rubrics to all major course assessments, we will have stronger data soon. It is warranted to consider amending existing program-level learning outcomes, modernizing, or removing PLO's altogether to align directly to IUPUI's Profiles of Learning for Undergraduate Success.