Discipline	Course Number	Title
Music (new)	147	MUS 147 08/23/2021-Arts, Media and Entertainment Law
College	Division	Department
Humanities, Social and Behavioral Sciences	Humanities, Language & the Arts	Arts
Faculty Preparer		Kimberly Jones
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify copyright laws and differentiate between the types of copyright forms and their purpose.

- Assessment Plan

    o Assessment Tool: Multiple choice, short answer and essay exam

    o Assessment Date: Fall 2016

    o Course section(s)/other population: All

    o Number students to be assessed: All

- How the assessment will be scored: Answer Key and Departmentally-developed rubric

- Standard of success to be used for this assessment: 75% of the students will score 75% or higher

- Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020	2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
44	41

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

In Fall 2020, 25 students were enrolled, but 2 withdrew and 1 did not complete the activities. In Winter 2021, 19 students were enrolled. Adding these two numbers equates to 41 students.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This class is only offered in person (virtual for the period assessed), in the evening. There is only one section offered in Fall and Winter.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students are given an exam that includes short and long essay questions on the topic of intellectual property. The total exam is worth 100 points, including four additional short essay questions, but those questions assess memorization of definitions rather than legal analysis. They were not considered useful for assessing this outcome. In fact, the bulk of points on the exam are related to long essay questions, which include a fact pattern (scenario) related to an intellectual property issue. Students are required to "write like a lawyer". They think through the legal process and write a response using the IRAC method: Issue, Rule, Analysis, and Conclusion. This is a specific type of critical analysis that any lawyer makes when looking at a legal issue. Students apply their knowledge of the

area of law (issue) - in this case, intellectual property - to the facts and provide a rationale for how the court might decide (conclusion) this specific case using the rule of law (rule) as applied to the facts in the scenario (analysis).

The tool for this outcome was comprised of two long essay (25/45 points) questions on the first exam. The first question (25 points) focused on the copyright issue of fair use and required one full IRAC analysis. The second question (45 points) focused on copyright transfer termination rights and required three full IRAC analyses to arrive at a proper conclusion to the question. Students needed to detect each issue and write an IRAC for EACH one in EACH question. On the rubric, points are awarded for each portion of each IRAC analysis (see attached).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>No</u>

For this outcome, students did not meet the measure of success.

Fall 2020

Only 45% of students (10/22) achieved 75% or better on the fair use question. On the termination question, only 18% (4/22) achieved 75% or better. When averaging the scores on both questions (as would be done in scoring the total exam), on 27% achieved the measure of success. In the past, students were offered the option to revise their answers for improved scores (average of the two) on these questions. This was done to improve morale and ensure that students' grades were not negatively impacted if they didn't do well on this first exam (first attempt at IRAC). However, because of this low performance, the instructor decided to implement a treatment – an additional lesson/practice on IRAC within student groups, during class time, with immediate feedback on each group's written IRAC. The instructor reviewed each IRAC, with the entire class, pointing out what was lacking (or erroneous).

Winter 2021

Although students did not meet the measure of success, their performance was much improved. This may be due to the enhanced coverage of the IRAC process, which was added in Winter semester. For the first question, 63% of students (12/19) achieved 75% or better. On the second question, 53% (9/17) did so. The average score was 58% that scored 75% or better. This is an improvement of 18%, 35%, and 31% respectively.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did not meet the measure of success in Fall 2020. Additional instructional time was added in Winter 2021; students seemed to benefit from extra instruction in IRAC analysis in class with immediate feedback. However, they still fell short of the measure of success. This means that the method of instruction still needs improvement.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students still need more practice with this analytical method.

Outcome 2: Define arts, media and entertainment licensing, and explain the different types of licenses that exist.

- Assessment Plan

    o Assessment Tool: Multiple choice, short answer and essay exam

    o Assessment Date: Fall 2016

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key and Departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

    o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
19	17

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

> There was no licensing assessment given in Fall 2020. It was added for Winter 2021. There were 19 registered students in the Winter class. Two students did not complete the assignment, which left 17 artifacts to assess.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

> This class is only offered in person (virtual for the period assessed), in the evening. There is only one section offered in fall and winter.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

> To assess this outcome, students were given tools to research the process to obtain a license to use someone's copyrighted written work. They were then asked to choose a type of work to simulate a request for licensing from the following list: written work (book, poem, screenplay), photograph, choreographed work, film/TV, or musical composition. (Note that the type of copyrighted work you choose may change the process.)
>
> Student submissions were scored using a rubric with five areas: description of work (10 points), copyright holder information (10 points), permission letter (50 points), timeliness (10 points), and professionalism (20 points). The assignment was worth a total of 100 points.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

> Met Standard of Success: Yes
>
> Students met the measure of success: 88% (15/17) achieved 75% or better. In fact, 47% of those who met the standard of success did so with a 90% or better. Perhaps, this data shows that students perform better on active tasks in the field, rather than testing. Licensing is a part of copyright law, and students did measurably better on this task than the exam itself.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students met this measure of success. They seemed to thrive in completing task-oriented, authentic assessment.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Since they met the measure of success, no general improvement is considered at this time. However, adding opportunities to engage in task-oriented assessment will be explored. In addition, students will be provided with an opportunity to present an overview of their licensing assignment in groups and outline to the instructor for feedback before submitting the final product. This will help those students who did not meet the measure of success by alerting them to errors early.

Outcome 3: Analyze and evaluate contract language.

- Assessment Plan

    o Assessment Tool: Multiple choice, short answer and essay exam

    o Assessment Date: Fall 2016

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Answer Key and Departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of the students will score 75% or higher

    o Who will score and analyze the data: Departmental faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2020	2021	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
44	37

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

In Fall 2020, 25 students were enrolled, but 2 withdrew and 3 did not complete the activities, which equates to 20 students. There were 19 students enrolled in Winter 2021, and two did not complete the activity, which equates to 17 students. This equals 37 total student artifacts to assess.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This class is only offered in person (virtual for the period assessed), in the evening. There is only one section offered in Fall and Winter.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

Students are given an exam that includes short and long essay questions on the topic of contracts. The total exam is worth 100 points, including six short essay questions, but those questions assess memorization of definitions/concepts rather than legal analysis. They were not considered useful for assessing this outcome. There is also a long essay in which students draft a contract based on a fact pattern, but this is not relevant to the learning outcome, so it was not used in this assessment. There is one long essay question, which include a fact pattern (scenario) related to a contract validity issue. Students are required to "write like a lawyer". They think through the legal process and write a response using the IRAC method: Issue, Rule, Analysis, and Conclusion. This is a specific type of critical analysis that any lawyer makes when looking at a legal issue. Students apply their knowledge of the area of law (issue) - in this case, contracts - to the facts and provide a rationale for how the court might decide (conclusion) this specific case using the rule of law (rule) as applied to the facts in the scenario (analysis).

The tool for this outcome was one long essay (25 points) question on the second exam. The question has one legal issue: contract validity. Students needed to detect the issue and write an IRAC for the question. Points were awarded for each portion of the IRAC analysis (see attached rubric).

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Students met the measure of success; 78% scored 75% or better (14 from Winter 2021 and 15 from Fall 2020 = 29/37 or 78%).

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> Students showed the ability to analyze contract scenarios. They met the standard of success.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> Since students just barely met the margin of success, enhanced instruction in this area is planned. Since the tool included an IRAC analysis, the increased practice may also help move the needle on the percentage of success in this area as well.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

> There was no previous report. However, a review of the Master Syllabus prior to teaching in Winter 2021 revealed that the licensing outcome was not being measured in a meaningful way. The licensing assignment was added to the curriculum for Winter 2021 and was included in this report for that student pool. In addition, due to low scores on the copyright (intellectual property) exam, increased engagement measures were implemented in Winter 2021 (from Fall 2020) which yielded an increase in student success.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

> The overall course seems to be meeting their needs in terms of learning copyright law basics. However, this is a required course for the paralegal program; those students need a good, working knowledge of legal analysis. They seem to improve in their ability to do this over the entirety of the course. However, more practice with IRAC would serve students well.
>
> In addition, an additional outcome needs to be added to the Master Syllabus because a portion of the course addresses agents, managers, and unions. This is not reflected in the assessment plan.
>
> Ultimately, authentic activities seem to garner the best student success (i.e. licensing assignment). Perhaps a better assessment of student learning in regards to contracts and might be actual legal drafting instead of an exam question.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The report has been forwarded to the Department Chair. I also intend to share it with the lead Music faculty, Dr. Naylor. Since there is only one section offered, and the current instructor completed the assessment, the results will inform future changes to assignments and andragogy within the course as she teaches it.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	**Change Outcome 1:** ANALYZE typical copyright legal issues and provide a reasoned argument for possible court decisions. *Previous Outcome 1 language:* Identify copyright laws and differentiate between the types of copyright forms and their purpose. **Change Outcome 2:** Define art and entertainment licensing, research methods for obtaining licensing, and request a license.	Changing the outcome language for Outcomes 1 & 2 equate to higher level thinking activities in relation to Art & Entertainment Law. This will benefit students as they use the knowledge from this course as actual artists or in working as paralegals in the field. Adding Outcome 4 serves to assess a portion of the course that has always existed and, therefore, should be assessed.	2021

	Previous Outcome 2 language: Define arts, media and entertainment licensing, and explain the different types of licenses that exist. **Add Outcome 4:** Explain and distinguish between roles of agents, managers, and unions as related to entertainment law.		
Assessment Tool	Update the assessment tools for Outcomes #1 and #3 to short answer and essay exam questions scored by a departmentally-developed rubric. Update the assessment tool for Outcome #2 to a project scored by a departmentally-developed rubric. The newly added Outcome #4 will be assessed by essay exam question(s).	The multiple-choice questions are not useful assessment tools to evaluate student learning for these outcomes. The licensing project better evaluates students' understanding of the licensing process.	2022
Other: Title of Course	The course title should be changed from Art, Media & Entertainment Law to Art & Entertainment Law.	Media law is a completely separate area altogether. It requires students to understand Constitutional basis for Freedom of the	2022

		Press as well as tort law: slander and defamation. This is not covered and is not relevant to the audience for this course, typically local artists and musicians. The other portion of the class is paralegal majors; they learn about these areas of law in other courses offered through the Criminal Justice department.	

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

Contract Exam Rubric
IP Exam Rubric - Fair Use
IP Exam Rubric - Termination
Fall 2020 & Winter 2021 MUS 147 Assessment Data

Faculty/Preparer:	Kimberly Jones	**Date:**	10/19/2021
Department Chair:	Elisabeth Thoburn	**Date:**	10/19/2021
Dean:	Scott Britten	**Date:**	10/19/2021
Assessment Committee Chair:	Shawn Deron	**Date:**	01/05/2022