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| **Assurance of Student Learning**  **2020-2021** | |
| *Potter College of Arts & Letters* | *School of Media* |
| *BFA in Film Production (#530)* | |
| *Travis Newton* | |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:** Perform the roles of key Below-the-Line (Technical) personnel on a film crew, including operating equipment, safely and efficiently. | | | |
| **Instrument 1** | **Direct: Timed Practical Exams** | | |
| **Instrument 2** | **Direct: BTL Job Performance Evaluation** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Utilize Above-the-Line (Creative) skills to create visually appealing short films with compelling narratives. | | | |
| **Instrument 1** | **Direct: Production Presentation** | | |
| **Instrument 2** | **Direct: ATL Job Performance Evaluation** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** Demonstrate an understanding of the structures and means of production in studio (Hollywood) and independent film production. | | | |
| **Instrument 1** | **Direct: Portfolio Review** | | |
| **Instrument 2** | **Indirect: Exit Interview** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met\*** |
| **Student Learning Outcome 4:** Critically evaluate a film or solve a production problem in an organized, coherent fashion. | | | |
| **Instrument 1** | **Direct: Production Presentation** | | |
| **Instrument 2** | **Direct: ATL Job Performance Evaluation** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 4.** | | **Met** | **Not Met** |
| **Student Learning Outcome 5:** Communicate effectively, orally and through the written word, on set and in film analysis. | | | |
| **Instrument 1** | **Direct: Production Presentation** | | |
| **Instrument 2** | **Direct: Film Theory Essay Evaluation** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 5.** | | **Met** | **Not Met** |
| **Student Learning Outcome 6:** Coordinate and supervise a crew/team, and, in turn, serve as a collaborative crew/team member. | | | |
| **Instrument 1** | **Direct: ATL Job Performance Evaluation** | | |
| **Instrument 2** | **Direct: BTL Job Performance Evaluation** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 6.** | | **Met** | **Not Met** |
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| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| \*For the purposes of this report, Student Learning Outcome #3 has been left unmarked because students have not reached the senior level in the program. Hence, no measurements were taken.    AY 2020-2021 was the first year of the new BFA in Film Production program, so the data provided helps set a baseline for future evaluation with a few caveats:  First, the students in the most advanced (i.e. junior level) BFA courses were “grandfathered in” from the existing BA in Film, so they do not have the experience of working through the entire progression of classes in the BFA program. The first true cohort of BFA students will reach their senior year during AY 2022-2023. The grandfathered cohort gives the program some assessment of the students’ ability to meet SLOs but does not give a complete picture of whether that was from the overall design of the BFA or from individual classes taken prior to and during the BFA.  Second, the rubrics used to evaluate performace in presentations and on set were done on an individual basis for each professor depending on their area of expertise (cinematography, producing, directing, etc.). These scores were averaged to determine the mean score of the appropriate SLO instrument. Going forward, a standardized system of rubrics which share a common weighted scoring system, yet still account for different areas of expertise, will be developed for implementation in Fall 2021.  Finally, in most cases, the sample size of the cohort evaluated was only N=14, since this is the number of students in the senior-most level of the BFA. In the future, a typical cohort of BFA students will be N=24 once the program is running at full capacity, which might affect the instrument averages. | | | |

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| **Student Learning Outcome 1** | | | | | | | | |
| **Student Learning Outcome** | **Perform the roles of key Below-the-Line (Technical) personnel on a film crew, including operating equipment, safely and efficiently.** | | | | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Students in FILM 202 Basic Film Production are administered timed practical exams on a variety of crew positions and their associated equipment. Each exam has a simple checkbox scoring rubric, indicating whether or not the student completed the task correctly. | | | | | | | |
| **Criteria for Student Success** | In order to perform the job being tested and use the associated equipment on an actual student film, the student must receive a 90% or above on the scoring rubric. Since it is required that students perform the jobs being tested as part of the film program, students may retake the exam until they receive a 90% or higher. | | | | | | | |
| **Program Success Target for this Measurement** | | | **80% or higher** | | **Percent of Program Achieving Target** | | **83%** | |
| **Methods** | Students (N=48) enrolled in FILM 202 Basic Film Production during Spring 2021 were administered timed practical exams and scored via checkbox rubric. These scores were anonymized and each student’s practical scores were averaged to create a practical mean score per student. Out of the 48 students enrolled, 40 had a mean practical score of 90% or higher. | | | | | | | |
| **Measurement Instrument 2** | DIRECT measure of student learning: Students working on set in a below-the-line (crew) capacity are evaluated by the professor of record on their job performance both in preparation and execution of their assigned position. Scoring includes professor’s assessment of job performance and peer assessment via by a professor-designed rubric. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | **80% or higher** | | **Percent of Program Achieving Target** | | | **79%** | |
| **Methods** | Students (N=14) enrolled in FILM 491 Below-the-Line (BTL) Practicum III during Spring 2021 were scored based on faculty assessment of job performance (i.e. the shots were in focus for 1st AC, the sound mixer’s sound was clear, etc.) and peer evaluation in the areas of job performance, attitude, punctuality, reliability, and safety via online feedback form after the completion of each student film. These scores were anonymized and each student’s BTL scores were averaged to create a BTL mean score per student. Of the 14 students enrolled, 11 had a mean evaluation score of 85% or higher. | | | | | | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | | |
| AY 2020-2021 was the first year of the new BFA in Film Production program, so each student’s performance was evaluated based on the individual film professor’s personal rubric and grading system. The film program is in the process of standardizing scoring across all faculty members to incorporate VALUE (LEAP) rubrics for grading on-set performance and student presentations for greater transparency and consistency. These rubrics should be in place for Fall 2021 practicums. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| As a new program, this is the first time collecting and analyzing assessment data. Students did not meet both initial goals set by the program for SLO #1, but the average of the two scores is above the program target of 80%. The program will evaluate whether there are deficiencies in the prerequisite classes for the practicums or in the measurement instruments themselves, if both targets are not met next year. | | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | | |
| Since students in the BFA in Film Production are working in Below-the-Line positions every year, these assessments will be performed on an annual basis by Travis Newton. | | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | | |
| **Student Learning Outcome** | **Utilize Above-the-Line (Creative) skills to create visually appealing short films with compelling narratives.** | | | | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Students present to the entire film faculty in a formal presentation setting before each film they undertake. Students are expected to outline their plan for making their films, effectively communicating how they creatively solved the problems associated with their short film in a way that is collaborative, cohesive, and appropriate to the director’s vision. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | | **80% or higher** | | **Percent of Program Achieving Target** | | **71%** | |
| **Methods** | Students (N=14) enrolled in FILM 390 Pre-Production Practicum II during Spring 2021 (the most advanced section offered this AY) were scored based on faculty assessment of both the content and the delivery of presentations using a professor-designed rubric. These scores were anonymized and each student’s presentation scores were averaged to create a presentation mean score per student. Of the 14 students enrolled, 10 had a mean presentation score of 85% or higher. | | | | | | | |
| **Measurement Instrument 2** | DIRECT measure of student learning: Students working on set in above-the-line (creative) capacity are evaluated by the professor of record on their job performance both in preparation and execution of their assigned position. Scoring includes professor’s assessment of job performance and peer assessment via by a professor-designed rubric. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | **80% or higher** | | **Percent of Program Achieving Target** | | | **79%** | |
| **Methods** | Students (N=14) enrolled in FILM 392 Above-the-Line (ATL) Practicum III during Spring 2021 (the most advanced section offered this AY) were scored based on faculty assessment of job performance (i.e. actors were well directed, the shots were well lit, etc.) and peer evaluation in the areas of job performance, attitude, punctuality, reliability, and safety via online feedback form after the completion of each student film. These scores were anonymized and each student’s ATL scores were averaged to create an ATL mean score per student. Of the 14 students enrolled, 11 had a mean evaluation score of 85% or higher. | | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | | |
| AY 2020-2021 was the first year of the new BFA in Film Production program, so each student’s performance was evaluated based on the individual film professor’s personal rubric and grading system. The film program is in the process of standardizing scoring across all faculty members to incorporate VALUE (LEAP) rubrics for grading on-set performance and student presentations for greater transparency and consistency. These rubrics should be in place for Fall 2021 practicums. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| As a new program, this is the first time collecting and analyzing assessment data. Students did not meet both initial goals set by the program for SLO #2, so the program will evaluate whether there are deficiencies in the prerequisite classes for the practicums or in the measurement instruments themselves. | | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | | |
| Since students in the BFA in Film Production are working in Above-the-Line positions every year, these assessments will be performed on an annual basis by Travis Newton. | | | | | | | | |

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| **Student Learning Outcome 3** | | | | | | | | |
| **Student Learning Outcome** | **Demonstrate an understanding of the structures and means of production in studio (Hollywood) and independent film production.** | | | | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: In their capstone course, students submit professional materials, such as resumés and reels appropriate for the film industry. Students are evaluated by the professor of record on both the content and the delivery of these materials using a professor-designed rubric. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | | **80% or higher** | | **Percent of Program Achieving Target** | | **See “Actions” below** | |
| **Methods** | Going forward, the film program will incorporate standardized VALUE (LEAP) rubrics to evaluate student portfolios, and each film professor will be asked to score the portfolio. The resulting scores can be collected and anonymized to track performance. As an INDIRECT measure, these portfolios will be submitted to a professional advisory council for review. | | | | | | | |
| **Measurement Instrument 2** | INDIRECT measure of student learning: In their capstone course, students were given an online student survey measuring their self-reported satisfaction of learning in the program. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | **80% or higher** | | **Percent of Program Achieving Target** | | | **See “Actions” below** | |
| **Methods** | Going forward, the students will be given an exit survey to provide numerical data based on students’ self-reported satisfaction of learning in the program related to the six programmatic outcomes. | | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | | |
| \*For the purposes of this report, Student Learning Outcome #3 has been left unmarked because students have not reached the senior level in the program. Hence, no measurements were taken. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| The first cohort of students will work their way through the entire program (i.e. not “grandfathered in”) by AY 2022-2023. Data for SLO #3 will be available at that time. | | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | | |
| Since students in the BFA in Film Production will be in the senior capstone every year, these assessments will be performed on an annual basis by Travis Newton, starting AY 2022-2023. | | | | | | | | |

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| **Student Learning Outcome 4** | | | | | | | | |
| **Student Learning Outcome** | **Critically evaluate a film or solve a production problem in an organized, coherent fashion.** | | | | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Students present to the entire film faculty in a formal presentation setting before each film they undertake. Students are expected to outline their plan for making their films, effectively communicating how they creatively solved the problems associated with their short film in a way that is collaborative, cohesive, and appropriate to the director’s vision. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | | **80% or higher** | | **Percent of Program Achieving Target** | | **71%** | |
| **Methods** | Students (N=14) enrolled in FILM 390 Pre-Production Practicum II during Spring 2021 (the most advanced section offered this AY) were scored based on faculty assessment of both the content and the delivery of presentations using a professor-designed rubric. These scores were anonymized and each student’s presentation scores were averaged to create a presentation mean score per student. Of the 14 students enrolled, 10 had a mean presentation score of 85% or higher. | | | | | | | |
| **Measurement Instrument 2** | DIRECT measure of student learning: Students working on set in above-the-line (creative) capacity are evaluated by the professor of record on their job performance both in preparation and execution of their assigned position. Scoring includes professor’s assessment of job performance and peer assessment via by a professor-designed rubric. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | **80% or higher** | | **Percent of Program Achieving Target** | | | **79%** | |
| **Methods** | Students (N=14) enrolled in FILM 392 Above-the-Line (ATL) Practicum III during Spring 2021 (the most advanced section offered this AY) were scored based on faculty assessment of job performance (i.e. actors were well directed, the shots were well lit, etc.) and peer evaluation in the areas of job performance, attitude, punctuality, reliability, and safety via online feedback form after the completion of each student film. These scores were anonymized and each student’s ATL scores were averaged to create an ATL mean score per student. Of the 14 students enrolled, 11 had a mean evaluation score of 85% or higher. | | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 4.** | | | | | | **Met** | | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | | |
| AY 2020-2021 was the first year of the new BFA in Film Production program, so each student’s performance was evaluated based on the individual film professor’s personal rubric and grading system. The film program is in the process of standardizing scoring across all faculty members to incorporate VALUE (LEAP) rubrics for grading on-set performance and student presentations for greater transparency and consistency. These rubrics should be in place for Fall 2021 practicums. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| As a new program, this is the first time collecting and analyzing assessment data. Students did not meet both initial goals set by the program for SLO #4, so the program will evaluate whether there are deficiencies in the prerequisite classes for the practicums or in the measurement instruments themselves. | | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | | |
| Since students in the BFA in Film Production are working in Above-the-Line positions every year, these assessments will be performed on an annual basis by Travis Newton. | | | | | | | | |

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| **Student Learning Outcome 5** | | | | | | | | |
| **Student Learning Outcome** | **Communicate effectively, orally and through the written word, on set and in film analysis.** | | | | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Students present to the entire film faculty in a formal presentation setting before each film they undertake. Students are expected to outline their plan for making their films, effectively communicating how they creatively solved the problems associated with their short film in a way that is collaborative, cohesive, and appropriate to the director’s vision. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | | **80% or higher** | | **Percent of Program Achieving Target** | | **71%** | |
| **Methods** | Students (N=14) enrolled in FILM 390 Pre-Production Practicum II during Spring 2021 (the most advanced section offered this AY) were scored based on faculty assessment of both the content and the delivery of presentations using a professor-designed rubric. These scores were anonymized and each student’s presentation scores were averaged to create a presentation mean score per student. Of the 14 students enrolled, 10 had a mean presentation score of 85% or higher. | | | | | | | |
| **Measurement Instrument 2** | DIRECT measure of student learning: Final essays written in FILM 466 Film Theory (the most advanced required film studies course in the major) are evaluated by the film faculty using a rubric designed by the film studies faculty (i.e., a subset of the English faculty). | | | | | | | |
| **Criteria for Student Success** | Since the essay constitutes a large portion of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | **80% or higher** | | **Percent of Program Achieving Target** | | | **BFA students have not taken course yet** | |
| **Methods** | At the completion of each FILM 466 section, a representative sample of 20% of the essays written (typically N=5) will be selected and evaluated using a standardized rubric incorporating VALUE (LEAP) rubric criteria. | | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 5.** | | | | | | **Met** | | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | | |
| AY 2020-2021 was the first year of the new BFA in Film Production program, so each student’s performance was evaluated based on the individual film professor’s personal rubric and grading system. The film program is in the process of standardizing scoring across all faculty members to incorporate VALUE (LEAP) rubrics for grading on-set performance and student presentations for greater transparency and consistency. These rubrics should be in place for Fall 2021 practicums. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| As a new program, this is the first time collecting and analyzing assessment data. Students did not meet the initial goals set by the program for SLO #5, so the program will evaluate whether there are deficiencies in the prerequisite classes for the practicums or in the measurement instruments themselves. Once students in the BFA program take FILM 466, the faculty will evaluate whether this goal is sufficient or should be adjusted for future assesments. | | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | | |
| Since students in the BFA in Film Production are working in Above-the-Line positions every year, these assessments will be performed on an annual basis by Travis Newton. | | | | | | | | |

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| **Student Learning Outcome 6** | | | | | | | | |
| **Student Learning Outcome** | **Coordinate and supervise a crew/team, and, in turn, serve as a collaborative crew/team member.** | | | | | | | |
| **Measurement Instrument 1** | DIRECT measure of student learning: Students working on set in either a below-the-line (crew) or above-the-line (creative) capacity are evaluated by the professor of record on their job performance both in preparation and execution of their assigned position. Performance is evaluated by a professor-designed rubric. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | | **80% or higher** | | **Percent of Program Achieving Target** | | **79%** | |
| **Methods** | Students (N=14) enrolled in FILM 392 Above-the-Line (ATL) Practicum III during Spring 2021 (the most advanced section offered this AY) were scored based on faculty assessment of job performance (i.e. actors were well directed, the shots were well lit, etc.) and peer evaluation in the areas of job performance, attitude, punctuality, reliability, and safety via online feedback form after the completion of each student film. These scores were anonymized and each student’s ATL scores were averaged to create an ATL mean score per student. Of the 14 students enrolled, 11 had a mean evaluation score of 85% or higher. | | | | | | | |
| **Measurement Instrument 2** | DIRECT measure of student learning: Students working on set in a below-the-line (crew) capacity are evaluated by the professor of record on their job performance both in preparation and execution of their assigned position. Scoring includes professor’s assessment of job performance and peer assessment via by a professor-designed rubric. | | | | | | | |
| **Criteria for Student Success** | Since the evaluations constitute the majority of the students’ final grade in the course, and since students must score a minimum of a C (70%) in the course to be counted toward the major, the program considers a mean evaluation score of 85% or higher to be a success. | | | | | | | |
| **Program Success Target for this Measurement** | | **80% or higher** | | **Percent of Program Achieving Target** | | | **79%** | |
| **Methods** | Students (N=14) enrolled in FILM 491 Below-the-Line (BTL) Practicum III during Spring 2021 were scored based on faculty assessment of job performance (i.e. the shots were in focus for 1st AC, the sound mixer’s sound was clear, etc.) and peer evaluation in the areas of job performance, attitude, punctuality, reliability, and safety via online feedback form after the completion of each student film. These scores were anonymized and each student’s BTL scores were averaged to create a BTL mean score per student. Of the 14 students enrolled, 11 had a mean evaluation score of 85% or higher. | | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 6.** | | | | | | **Met** | | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | | |
| AY 2020-2021 was the first year of the new BFA in Film Production program, so each student’s performance was evaluated based on the individual film professor’s personal rubric and grading system. The film program is in the process of standardizing scoring across all faculty members to incorporate VALUE (LEAP) rubrics for grading on-set performance and student presentations for greater transparency and consistency. These rubrics should be in place for Fall 2021 practicums. | | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | | |
| As a new program, this is the first time collecting and analyzing assessment data. Students did not meet both initial goals set by the program for SLO #6 (although both measurements missed the target by only 1%), so the program will evaluate whether there are deficiencies in the prerequisite classes for the practicums or in the measurement instruments themselves. | | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | | |
| Since students in the BFA in Film Production are working in Above-the-Line positions every year, these assessments will be performed on an annual basis by Travis Newton. | | | | | | | | |

Sample Rubrics

**Show Name/Number: Dir. Prep Feedback Reviewer:**

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| **Criteria**  **(Score 0 if element is absent)** | **1 - 2** | **3 - 4** | **5** | **Score** |
| Presentation | The presentation isn’t interesting or engaging. Few (2) to no (1) aspects of the presentation were rehearsed and professional. | The presentation was somewhat interesting and engaging. Some (3) to most (4) aspects of the presentation were rehearsed and professional. | The presentation was extremely interesting and engaging. All aspects of the presentation were rehearsed and professional. |  |
| Headshots/Auditions | The actors don’t have the appropriate look for the film. The audition performance is mildly (2) to not (1) believable. | For the most part, the actors have the appropriate look for the film. The audition performance is mostly (4) to somewhat (3) believable. | The actors have the appropriate look for the film. The audition performance is extremely believable. |  |
| Location Photos | The location does not look appropriate for the film. There is little (2) to no (1) visual potential. | The location looks somewhat appropriate for the film. There is some (3) to much (4) visual potential. | The location looks appropriate for the film. There is an extreme amount of visual potential. |  |
| Spines | It is unclear what the film is *really* about and what the characters want. | It is somewhat clear what the film is *really* about and what the characters want. | It is very clear what the film is *really* about and what the characters want. |  |
| Cinematography | The visual tone and cinematography plan are not appropriate for the film. Few (2) to none (1) of the references are clear, thorough, and professional. | The visual tone and cinematography plan are somewhat appropriate for the film. Some (3) to most (4) of the references are clear, thorough, and professional. | The visual tone and cinematography plan are very appropriate for the film. All of the references are clear, thorough, and professional. |  |
| Production Design | The design plan is not appropriate for the film. Few (2) to none (1) of the references are clear, thorough, and professional. | The design plan is somewhat appropriate for the film. Some (3) to most (4) of the references are clear, thorough, and professional. | The design plan is very appropriate for the film. All of the references are clear, thorough, and professional. |  |
| Photoboards | The photoboards are an inaccurate portrayal of what the film will look like. There is little (2) to no (1) coverage. | The photoboards are a somewhat accurate portrayal of what the film will look like. There is adequate (3) to appropriate (4) coverage. | The photoboards are an accurate portrayal of what the film will look like. There is thorough coverage. |  |
|  |  |  | **TOTAL** |  |

**Notes:**

 