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| **Assurance of Student Learning Report**  **2022-2023** | | |
| *PCAL* | | *School of Media & Communication* |
| *BA in Film (667)* | | |
| *Sara Thomason* | | |
| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** | |

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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. Add more Outcomes as needed.*** | | | |
| **Program 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** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 2: Utilize Above-the-Line (creative) skills to create visually appealing short films with compelling narratives.** | | | |
| **Instrument 1** | **Direct: Short Film Evaluation** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Program Student Learning Outcome 3: Critically evaluate a film or solve a production problem in an organized, coherent fashion.** | | | |
| **Instrument 1** | **Direct: Production Presentation** | | |
| **Instrument 2** | **Direct: Job Performance Evaluation** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Student Learning Outcome 4: Communicate effectively, orally, and through the written word, on set and in film analysis.** | | | |
| **Instrument 1** | **Direct: Production Presentation** | | |
| **Instrument 2** | **Direct: Introduction to World Cinema Essay 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: Job Performance Evaluation** | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 5.** | | **Met** | **Not Met** |
| **Assessment Cycle Plan:** | | | |
| These will be assessed each academic year. | | | |

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| **Program Student Learning Outcome 1** | | | | | |
| **Program 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 measures 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** | | 90% or higher | **Percent of Program Achieving Target** | 93% | |
| **Methods** | Students (*N*=52) enrolled in FILM 202: Basic Film Production during Spring 2023 were administered timed practical exams and scored via checkbox rubric by faculty and trained student lab workers. These scores were anonymized and each student’s practical scores were averaged to create a practical mean score per student. | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: The results were higher than expected.  **Conclusions**: Content in FILM 202 was revised to focus more on below-the-line aspects of film production, with less emphasis on above the line which we believe resulted in the higher rate of success.  **Plans for Next Assessment Cycle**: Because our students exceeded our target for success, we will be able to assess more in-depth metrics for profiency in the equipment in the future. | | | | | |

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| **Program Student Learning Outcome 2** | | | | | |
| **Program 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: Films produced in FILM 282 Film Workshop I are evaluated by the film faculty in the area of writing, directing, cinematography, producing, production design, and editing using standardized rubrics.** | | | | |
| **Criteria for Student Success** | Since the film constitutes 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** | 82% | |
| **Methods** | Students (*N*=17) enrolled in FILM 282: Film Workshop I during Spring 2023 created films that screened at the end of the semester and were evaluated by faculty. These scores were anonymized and each student’s scores were averaged to create a mean score per student. . | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: Students scored higher than expected.  **Conclusions**: Faculty standardized rubrics which created relatively consistent scoring.  **Plans for Next Assessment Cycle**: Faculty will reassess success target for future. | | | | | |

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| **Program Student Learning Outcome 3** | | | | | | | |
| **Program 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 in FILM 282 Film Workshop I present to the faculty member of record 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. These presentations will be recorded and evaluated by the film faculty at the conclusion of the course.** | | | | | | |
| **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** | 88% | |
| **Methods** | At the completion of each FILM 282 section, 50% of the presentations given (N=8) were randomly selected and the recordings evaluated by film faculty using a standardized rubric incorporating VALUE (LEAP) rubric criteria. Of the 8 projects assessed, 7 scored higher than 85%. | | | | | | |
| **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** | | **88%** | |
| **Methods** | At the completion of each FILM 282 section, students are 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 will be anonymized and each student’s scores averaged to create a mean score per student. | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Students scored higher than expected.  **Conclusions**: Faculty standardized rubrics which created relatively consistent scoring.  **Plans for Next Assessment Cycle**: Faculty will reassess success target for future. | | | | | | | |

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| **Program Student Learning Outcome 4** | | | | | | | |
| **Program 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 in FILM 282 Film Workshop I present to the faculty member of record 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. These presentations will be recorded and evaluated by the film faculty at the conclusion of the course.** | | | | | | |
| **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** | 88% | |
| **Methods** | At the completion of each FILM 282 section, 50% of the presentations given (N=8) were randomly selected and the recordings evaluated by film faculty using a standardized rubric incorporating VALUE (LEAP) rubric criteria. Of the 8 projects assessed, 7 scored higher than 85%. | | | | | | |
| **Measurement Instrument 2** | **DIRECT measure of student learning: Midterm essays written in FILM 369 World Cinema (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. 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** | | **100%** | |
| **Methods** | At the completion of each FILM 369 section, 50% of the essays written (typically n=10) will be randomly selected and evaluated by film faculty 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 3.** | | | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | | | |
| **Results**: Students scored higher than expected.  **Conclusions**: Faculty standardized rubrics which created relatively consistent scoring.  **Plans for Next Assessment Cycle**: Faculty will reassess success target for future. | | | | | | | |

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| **Program Student Learning Outcome 5** | | | | | |
| **Program 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 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** | 80% | |
| **Methods** | At the completion of each FILM 282 section, students are 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 will be anonymized and each student’s scores averaged to create a mean score per student. | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | **Met** | **Not Met** |
| **Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)** | | | | | |
| **Results**: Students scores matched target goal.  **Conclusions**: Faculty standardized rubrics which created relatively consistent scoring.  **Plans for Next Assessment Cycle**: Faculty will maintain success target for next cycle. | | | | | |

**\*\*\* Please include Curriculum Map (below/next page) as part of this document**

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| **CURRICULUM MAP** | | |  | |  | |  |
| **Program name:** | BA in Film (#667) | |  | **KEY:**  **I = Introduced**  **R = Reinforced/Developed**  **M = Mastered**  **A = Assessed** |
| **Department:** | School of Media | |  |
| **College:** | PCAL | |  |
| **Contact person:** | Sara Thomason | |  |
| **Email:** | sara.thomason@wku.edu | |  |
|  |  |  | **Learning Outcomes** |  |  |  |  |
|  |  |  | **LO1:** | **LO2:** | **LO3:** | **LO4:** | **LO5** |
|  | | | Perform the roles of key Below-the-Line (technical) personnel on a film crew, including operating equipment, safely and efficiently. | Utilize Above-the-Line (Creative) skills to create visually appealing short films with compelling narratives. | Critically evaluate a film or solve a production problem in an organized, coherent fashion. | Communicate  effectively, orally and through the written word, on set and in film analysis. | Coordinate and supervise a crew/team, and, in turn, serve as a collaborative crew/team member. |
| **Course Subject** | **Number** | **Course Title** |  |  |  |  |  |
| FILM | 100 | Film Industry and Aesthetics |  | I | I |  | I |
| FILM | 155 | Film Attendance |  |  |  |  |  |
| FILM | 201 | Introduction to Cinema |  |  | I | I |  |
| FILM | 202 | Basic Film Production | I/A | R | R | R | R |
| FILM | 250 | Screenwriting I |  | R |  | R |  |
| BCOM/FILM | 366/256 | Editing I/Film Editing I |  | R | R |  |  |
| FILM | 282 | Film Production Workshop I | M/A | M/A | M/A | M/A | M/A |
| FILM | 369 | Introduction to World Cinema |  |  | M/A | M/A |  |

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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** |  |

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| Category | 1 – 2 – 3  (extremely bad – poor – fair) | 4 – 5 – 6 – 7  (okay – good – very good – extremely good) | 8 – 9 – 10  (excellent - exceptional – perfect) |
| Job Performance | performed his/her job with little (3) to no (1) effort. Assignments and tasks were rarely completed on time and the degree of effort was poor. | performed his/her job with extremely good (7) to okay (4) effort. Assignments and tasks were completed on time most of the time and the degree of effort was excellent to okay. | performed his/her job with perfect (10) to excellent (8) effort. Assignments and tasks were always completed on time and the degree of effort was exceptional. |
| Attitude | approached work with a fair (3) to poor (1) attitude. Work was rarely approached with a can-do problem-solving attitude. | approached work with an extremely good (7) to okay (4) attitude. Sometimes work was approached with a can-do problem-solving attitude and at other times it was not. | approached work with a perfect (10) to excellent (8) attitude. Work was always approached with a can-do problem-solving attitude. |
| Punctuality | was rarely (3) to never (1) punctual. There was little to no respect for deadlines and he or she was not on time to start work. | was mostly (7) to sometimes (4) punctual. There was an inconsistent level of respect for deadlines and he or she was sometimes but not always on time to start work. | was always (10) to often (8) punctual. There was high level of respect for deadlines and he or she was always on time to start work. |
| Reliability | was organized and prepared little (3) to none (1) of the time. Work was rarely done with an acceptable degree of organization and communication was rarely to never clear and effective. | was organized and prepared most (7) to much (4) of the time. Work was done with an acceptable degree of organization and communication was sometimes clear and effective. | was always (10) to often (8) organized and prepared. Work was done with a perfect degree of organization and communication was always clear and effective. |
| Safety | was rarely (3) to never (1) concerned for the safety of the crew, actors, and work environment. The safety of individuals and property was not respected above all other work. | was usually (7) to sometimes (4) concerned for the safety of the crew, actors, and work environment. The safety of individuals and property was somewhat respected above all other work. | was always concerned for the safety of the crew, actors, and work environment. The safety of individuals and property was always respected above all other work. |
| Collaboration | was a fair (3) to poor (1) collaborator. The input of others was not heard and appreciated even if not implemented. The ideas and effort of others were not considered and appreciated. | was an extremely good (7) to okay (4) collaborator. The input of others was at times heard and appreciated even if not implemented. The ideas and effort of others was sometimes considered and appreciated. | was a perfect (10) to excellent (8) collaborator. The input of others was always to often heard and appreciated even if not implemented. The ideas and effort of others were always considered and appreciated. |

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| **Creative Thinking/Communication (LEAP)** |
| **Overall Competency Level of Film**  Introductory 1 2 3 4 5 Mastery |
| **Creative Risk Taking**  Introductory 1 2 3 4 5 Mastery |
| **Problem Solving**  Introductory 1 2 3 4 5 Mastery |
| **Innovated Thinking**  Introductory 1 2 3 4 5 Mastery |
| **Genre Conventions**  Introductory 1 2 3 4 5 Mastery |
| **Audience Awareness (Context and Purpose)**  Introductory 1 2 3 4 5 Mastery |
| **Control of Meaning (Syntax and Mechanics)**  Introductory 1 2 3 4 5 Mastery |
| **Cohesiveness (Content Development)**  Introductory 1 2 3 4 5 Mastery |

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| **Individual Film Elements** |
| **Writing**  Introductory 1 2 3 4 5 Mastery |
| **Locations (Producer)**  Introductory 1 2 3 4 5 Mastery |
| **Casting (Director/Producer)**  Introductory 1 2 3 4 5 Mastery |
| **Directing**  Introductory 1 2 3 4 5 Mastery |
| **Production Design**  Introductory 1 2 3 4 5 Mastery |
| **Editing**  Introductory 1 2 3 4 5 Mastery |
| **Post-Production Sound**  Introductory 1 2 3 4 5 Mastery |
| **Delivery/Press**  Introductory 1 2 3 4 5 Mastery |