

Assurance of Student Learning Reflection 2024-2025

<i>PCAL</i>	<i>School of Media & Communication</i>
<i>FILM 530</i>	
<i>Ron DeMarse</i>	
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 Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome	Illustrate technical proficiency and effective collaboration in the below-the-line (technical) areas of camera, lighting, grip, sound, script supervising, and assistant directing.
Evaluation	After evaluating the current SLOs and measurements, the film faculty have elected to combine and simplify some of the SLOs. The purpose of this SLO is to evaluate the students' ability to serve in in BTL (technical roles). Since these roles require both technical proficiency and effective collaboration skills (no role is performed in a vacuum), the faculty felt it was advantageous and simpler to combine the technical proficiency and collaboration SLOs into this single outcome.
Measurement Instruments	The measurement instruments for this SLO (timed practicals and BTL job performance evaluations) continue to serve the needs of evaluating student effectiveness in reaching this goal. They are the most direct measures we have of evaluating BTL positions/skills.
Criteria & Targets	Since film students are required to pass the practical exams with a 90% or higher in order to use the equipment, including multiple attempts, (like a driving test) we will continue to hold that target for practical exams. Since students seem to be consistently hitting our target of 85% or higher, we will raise the program success target from 80% of students hitting this goal to 85%. We will also evaluate the rigor of our practical exams.
Results & Conclusion	Results: The results are to be expected based on the fact that a) students must pass the practicals with a 90% or better to use the equipment, and, thanks to the selection process, the students in the BFA in Film Production program (530) tend to be stronger students overall. Conclusions: Practical exams will be reevaluated for increased rigor.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As mentioned above, the practical exams will be reevaluated for increased rigor. In addition, as a result of our NASAD accreditation process and post-accreditation self-reflection, the film program is exploring ways to improve the overall curriculum, including a plan to restructure FILM 202: Basic Film Production to allow for more time in class for students to practice hands-on technical skills.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Create visual storytelling in the above-the-line (creative) areas of writing, directing, producing, cinematography, production design, and editing through effective communication and problem solving.
Evaluation	After evaluating the current SLOs and measurements, the film faculty have elected to combine and simplify some of the SLOs. The purpose of this SLO is to evaluate the students' ability to serve in in ATL (creative roles). Since these roles require both visual storytelling, communication, and problem solving, the faculty felt it was advantageous and simpler to combine the technical proficiency and collaboration SLOs into this single outcome.
Measurement Instruments	The measurement instruments for this SLO (production presentations and ATL job performance evaluations) continue to serve the needs of evaluating student effectiveness in reaching this goal. They are the most direct measures we have of evaluating ATL positions/skills.
Criteria & Targets	Students have yet to hit the program target of 80% of students achieving 85% or higher on their presentations, so the current target will stand for production presentations. Since students seem to be consistently hitting our target of 85% or higher on ATL Job Performance Evaluations, we will raise the program success target from 80% of students hitting this goal to 85%.
Results & Conclusion	<u>Results:</u> Initially the fact that students were not hitting the presentation metric was surprising, but, upon inspection, it seems the course used for evaluation was a junior-level, rather than senior-level course. <u>Conclusions:</u> Production presentation scores will be taken from senior-level courses going forward. Students should perform better overall on these presentations, since they will have had the most practice and time-to-mastery for them.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	As mentioned above, the production presentation evaluations will be performed on senior-level classes going forward. In addition, as a result of our NASAD accreditation process and post-accreditation self-reflection, the film program is exploring ways to improve the overall curriculum, a plan to restructure entry-level ATL courses to allow for more exploration and "time for play," in the words of a NASAD reviewer.

Program Student Learning Outcome 3	
Program Student Learning Outcome	Produce a post-graduation employment plan based on an understanding of the film industry in both studio (Hollywood) and independent film production.
Evaluation	The film faculty have elected to leave this SLO as it stands, since it is still a relevant and important part of our program.

Measurement Instruments	The measurement instrument (professional materials submission) is our most effective instrument for evaluating student professional readiness outside of the work being done on set in SLOs #1 and #2. The purpose of this instrument is the presentation of this work to potential hiring parties.
Criteria & Targets	Since students seem to be consistently hitting our target of 85% or higher, we will raise the program success target from 80% of students hitting this goal to 85%.
Results & Conclusion	<u>Results:</u> The results are to be expected in a senior-level capstone course that is part of a pre-professional program. Our students tend to be very profession-focused, especially as they approach their senior year. <u>Conclusions:</u> The current instrument will continue to be used with a higher performance target.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Like our production presentation rubrics, evaluations for this course will incorporate standardized VALUE (LEAP) rubrics to evaluate student portfolios for consistency.

Program Student Learning Outcome 4	
Program Student Learning Outcome	Evaluate and analyze films in an organized, coherent fashion using critical thinking skills.
Evaluation	Since film studies (i.e. film history and analysis) is a key component of our program, the film faculty felt it prudent to separate out any production language from this SLO and let it stand alone as a film studies SLO.
Measurement Instruments	The current measurement instrument applies only to film production, but a measurement instrument from a now defunct SLO, could be used in its place: 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 & Targets	Since students seem to be consistently hitting our target of 85% or higher, we will raise the program success target from 80% of students hitting this goal to 85%.
Results & Conclusion	<u>Results:</u> The results are somewhat unexpected give the difficulty of a 400-level studies course. <u>Conclusions:</u> A more rigorous rubric and evaluation system will be needed before properly evaluating the effectiveness of this SLO and measurement instrument.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	A standardized LEAP-style rubric will need to be developed for use in properly evaluating the effectiveness of the SLO and measurement instrument.