

# End of the Academic Year 2012-2013 – End of This Cycle

## Results & Improvement Plan for Next Year

The template has 9 pages. Please return this completed form with the dean signatures or their E-mail approval(s) copied & pasted in at the end. by **May 10, 2013** to Jessica King in the Valencia Institutional Assessment (VIA) Office ([jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)) Please see the VIA website for this form, your plans, and related materials: [www.valenciacollege.edu/via](http://www.valenciacollege.edu/via) --> left tab LOA)

**If you are working on several programs please submit a template for each one; each labeled for the specific program.**

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area- FILM				
Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Note from Planning Team Fall 2011: Please note, with respect to the designation of Planning Team Leaders: The Planning Team came to a consensus that Planning Team Leaders should include representation from each of the three major campuses (East, Osceola, and West). Those selected, or volunteering, for the role of Planning Team Leader are to be a non-tenure track full time faculty members (tenured or four-month). It was the determination of the Planning Team that tenure-track faculty should be encouraged to concentrate on the completion of their ILP.				
Ralph R. Clemente	East	<a href="mailto:rclemente@valenciacollege.edu">rclemente@valenciacollege.edu</a>	2413	3-2
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
The Planning Team came to the consensus that all tenured, tenure-track, and full-time four-month faculty are considered members of the planning team. As the work being conducted for these Assessment Plans impacts all tenured and tenure-track faculty, they all should play an active role in the work being conducted.				
Travis Bell	East	<a href="mailto:tbell4@valenciacollege.edu">tbell4@valenciacollege.edu</a>	2264	3-2
Robert McCaffrey	East	<a href="mailto:rmccaffrey@valenciacollege.edu">rmccaffrey@valenciacollege.edu</a>	2784	3-2

<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

<sup>2</sup> Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Students representation when possible.

## Six Items Documenting Results

Please fill in the blue shaded areas with brief sentences. A second page is provided for longer comments.

### Documenting the Assessment Process

**1. In a sentence or two, what did you do and who was responsible for coordinating the collection of student artifacts / data?**

I, along with my staff members, created a rubric assessment form based on 100 point scale. I also modified the rubric since the implementation of it, based on feedback from our Advisory Board.

**2. At what point in the academic year / semester were the student artifacts / data collected? How many students were assessed?**

The artifacts will be collected at the completion of each motion picture project. During the 2012 – 2013 school year about 50 students were assessed.

### Improvement Plan and Use of the Assessment Results – Next Year’s Cycle

**3. What were your results? (Please e-mail the data and copies of instruments when you submit this form if possible, for example rubric scores in an Excel sheet.) How did this compare with any predictions that you made in the Fall?**

After reviewing and analyzing the artifacts, I quickly noted that our lowest scores in the workplace skill areas of “Punctuality” and “Knowledge of Equipment”. After receiving the student artifacts for the following motion picture project, which took place 6 months after, there were improvements in “Punctuality” by 4% and increase in “Knowledge of Equipment” by 5%.

**4. What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student activity over the next year? (Please use the following page if you need more space for your response.)**

Determine quality of work between the technical certificate students with A.S. Degree students.

Also considering creating a training session video, which can be available online, explaining the rubric to our industry partners.

**5. What changes, if any, will be made to the common course outlines, the catalog, etc.**

There are currently no changes.

**Next Steps – Planning for Next Year’s Cycle— Academic Year 2013-2014** (see below for detailed planning)

**6. What are your next steps – acting on the results? (These steps will guide others in the next cycle... moving the process forward.) If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.**

Although there was an increase in the two workplace skills we focused on to improve, there was also a decrease in a few other workplace skills. My Faculty, Staff and I continue to work and improve these areas such as “Safety and Procedures” and “Communication Skills”.

**Please include the name of the person completing this page and your program:**

Ralph R. Clemente  
Film Production Technology

See next page...

**Additional Space for Comments Reporting on Prior Year (if needed)**

3) *If you have additional comments for the following question, please share them here:* What were your results?

4) *If you have additional comments for the following question, please share them here:* What are the changes / improvements you plan to make within the curriculum (targeted courses), co-curricular program, or student over the next year?

6) *If you have additional comments for the following question, please share them here:* What are your next steps – acting on the results? If these steps include the development and implementation of a new assessment, include that information here. If you plan to change the current assessment or the program learning outcome that you focus on, you will want to do that here.



See next page....

# Planning for AY 2013-2014 Learning Outcomes and Performance Indicators

Complete only the sections that apply to your work.

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:

Film Production Technology

Targeted Program Learning Outcome(s)

(How many will you be assessing this coming year?): 50

Employ ability to function as a "team" member of a crew

FIL 2432C	<u>Formative</u> Feature Film Production	<u>Summative</u> Approval by professional Department Head, Program Chair & Staff.
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Targeted Course(s), Co-Curricular Program or

Student Activity associated with the Academic Program:

FIL 2580, FIL 2552, FIL 2450, FIL 2537, FIL 2505, FIL 2461, FIL 2942, FIL 2432C

Targeted Outcome(s) within the Course(s),

Co-Curricular Program or Student Activity identified above:

**FIL 2450 – Grip (Including Rigging and Dolly)**

Study of use of gripping skills and equipment as related to feature film production. Emphasis on strategies necessary to anticipate shooting needs and problem-solving.

**FIL 2537 – Film Sound (Recording)**

Focuses on theory and practice of production and post-production film sound. Special emphasis on techniques of sound imaging in the filmmaking process. This course includes learning activity designed to ensure competence in the basic use of computers.

**FIL 2432C – Film Production (Projects)**

Participation by student as technician in college-partnership film production. This class is repeated 3 times, also includes a variety of specialty workshops such as Production Management, Assistant Directing and Post-Production Sound.

**FIL 2580 – Film Camera Techniques**

Prepares student to function in all capacities as a member of motion picture camera department. Focuses on care and handling of equipment, documentation and solving film-shooting problems.

**FIL 2505 – Film Lighting (Electrical distribution)**

Study of film lighting techniques, practices and equipment. Includes lighting theory, power distribution systems and color theory. Special emphasis on working as part of film production team.

**FIL 2461 – Art of Cinematography**

This course will focus on the art of visual storytelling through lighting and

	<p>camera movement.</p> <p><b>FIL 2552 – Film Editing</b>          Acquaints students with techniques and aesthetics of film editing. Emphasis on visual and audio post-production. This course includes learning activity designed to ensure competence in the basic use of computers.</p> <p><b>FIL 2942 – Internship</b>          This course is a planned work-based experience that provides students with an opportunity to fine-tune skill sets learned in course work and enhance work-place skills through supervised practical experiences related to their career objectives. Each earned credit of Internship requires a minimum of 80 clock hours of work.</p>
<p><b>Performance Indicators for the Program Learning Outcome(s) selected:</b></p> <p>Students will gain invaluable film set experience from the professional mentors, department heads and key crew members. These skills include everything we teach them in the various classes, FIL 2450 – Film Gripping, FIL 2505 – Film Lighting, FIL 2537 – Production Sound, FIL 2552 – Film Editing, FIL 2580 – Film Camera Techniques, FIL 2461 – Art of Cinematography, FIL 2432C – Film Production as well as various workshops such DGA Workshop in Production Management &amp; Assistant Directing and Post-Production Sound. Close attention is also paid to gauging the students’ ability to follow instructions, set etiquette, punctuality, communication skills, safety procedures, knowledge of equipment, interest in work, initiative, attitude, work ethic and the value of teamwork.</p>	<p><b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b></p>
<p><b>External Standard(s) in the field or discipline</b> (please contact Laura Blasi <a href="mailto:lblasi@valenciacollege.edu">lblasi@valenciacollege.edu</a> with any questions about this):</p>	
<p><b>Common Assessment</b> (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected):</p> <p>A rubric, based on a 100-point scale and brief comments, executed by our professional partners. In addition to this, the students are graded based on the observation of our faculty and staff.</p>	
<p><b>Description of the Proposed Common Assessment</b> (Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities):</p> <p>We only have a single group of students for the entire school year in the program, on one campus with one teacher. We don’t have a need for common</p>	

assessment.

But, we use an established Rubric with a scoring system assessed by the professional “Key” crewmember that utilizes the above indicators as well as written evaluations by the “Key” crewmember, The Program Chair, the Film Equipment Specialist and our part-time employees.

**Proposed Assessment Instrument** (In some cases the assessment method may not need an associated assessment instrument – e.g., multiple choice tests):  
The project RUBRIC will be used to help us determine the Production Grade.

## Implementation Process

### Collection of Student Artifacts

What information needs to be communicated to students concerning the assessment process (informed consent, etc.)?

Students will receive a copy of a rubric prior to the start of the production. It’s also heavily discussed in class.

How will student artifacts or data associated with student performance be collected?

My staff and I will collect artifacts.

If student artifacts are to be collected based on a random sample of students registered for the course or participating in the program / activity, what characteristics should the sample include?

All of our students will be evaluated equally.

How will information about faculty / staff participation in the assessment project be communicated?

The students will be informed that either the Program Chair or Film Equipment Specialist will be on site at all times. There’s a daily sign-in/sign out roll that will be taken before call time and at the end of the production day.

Who will be responsible for coordinating the collection of student artifacts?

Film Equipment Specialist, Part-time staff and I.

At what point in the academic year / semester will the student artifacts be collected?

Student artifacts are collected at the end of every major production project, which happens up to three times a year.

### **Program Level Assessment / Evaluation of Student Artifacts and Analysis of Results**

When will student artifacts be assessed / evaluated?

The artifacts will be collected at the completion of each film project. They will be evaluated at the end of the final major project.

Which faculty or staff from the program/discipline will evaluate student artifacts?

I will schedule a meeting with each student to go over the results of their rubric.

What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?

None. The faculty and staff are all working film professionals and understand the workplace skills needed by the students. Also, in case the “Key” is not a true professional or we feel that they are not qualified to evaluate the students fairly, the Program Chair can step in and be the evaluator for the departments Rubric.

When will the results / data associated with the assessment plan be analyzed?

Ideally, the results will be analyzed at the end of our last major production. In addition, we will ask the Professional mentors to not only evaluate the students, but the Rubric itself, so that we can hone it to meet the current trends in the industry and in education.

What are your predictions regarding student performance? (What do you expect to see when you analyze your results?)

We hope to see improvements in the different workplace skill areas from their prior evaluated film project.

What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan?



None. The point system of the rubric is extremely simple, with 10 categories, each worth up to 10 points equaling 100.

What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?

An actual attendance sheet that lists in/out times. Also, if a student has a job or other excusable activity that he/she cannot get out of, to provide a printed work schedule before the production so that the students can properly scheduled for the shoot and not be penalized for their lack of participation. The Rubric will help determine which areas to focus on and/or modify our training/teaching.

In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., faculty from related discipline areas in General Education)?

The Arts & Entertainment AS Degree Faculty.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)?

Through our statistics and graphs based on the collected rubrics

### Approval Process

Activities Associated with the Approval of Assessment Plans	Completion Date	Person Responsible	Results
Draft assessment plan is circulated for input to reviewers appropriate to the program / discipline (including Deans / Directors responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan)			
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)			

Draft assessment plan is revised to reflect input			
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum ( <a href="http://valenciacollege.edu/faculty/forms/voterlists/">http://valenciacollege.edu/faculty/forms/voterlists/</a> )			

## Dean / Director Support

The Dean(s) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan. Please copy and paste in E-mail approval (as applies) at the end of the document and then send the form complete to us or obtain, scan, and send handwritten signatures and then send.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

