

Program Learning Outcome Assessment Plan Template

General Information

Academic Year of Implementation: 2011 – 2012

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

Film Production Technology/ A.S. Degree

Planning Team:

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Ralph Clemente	East	Rclemente@valenciacollege.edu	2413	3-2
Planning Team Members ²	Campus	E-mail Address	Phone Extension	Mail Code
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¹ Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans. See the attached documents entitled *Program Outcome Assessment Plan Approval and Improvement Process* and *Program Outcome Assessment Plan Approval and Improvement Process – Student Affairs*

² Planning Team membership, whenever possible, should reflect the *Principles for selection of members for assessment plan work teams*. For faculty teams the principles include: Collegewide 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: Collegewide 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.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:					
Film Production Technology					
<p>Targeted Program Learning Outcome: Function as a crew member on a film/digital cinema project.</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;">formative</td> <td style="text-align: center; width: 50%;">Summative</td> </tr> <tr> <td>2432C “The Missionary” feature film Member</td> <td>Approval by Professional Key Crew Member</td> </tr> </table>	formative	Summative	2432C “The Missionary” feature film Member	Approval by Professional Key Crew Member	<p>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program: FIL 2552 FIL 2580 FIL 2432C FIL 2450 FIL 2537 FIL 2505 FIL 2461 FIL 2942</p> <p>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: FIL 2580-camera operation, FIL 2552-editing style, Final Cut Pro assistant camera techniques FIL 2450- grip; rigging, dolly FIL 2537- sound recording FIL 2432C- film production; project FIL 2942- Internship FIL 2505- lighting, electrical distribution FIL 2461- Art of Cinematography</p>
formative	Summative				
2432C “The Missionary” feature film Member	Approval by Professional Key Crew Member				
<p>Performance Indicators for the Program Learning Outcome(s) selected: Students will gain invaluable film set experience from the Professional mentor, “Key” Crew Member. These skills include: Ability to take instruction, Set Etiquette, Punctuality, Communication Skills, Safety Procedures, Knowledge of Equipment, Interest in Work, Initiative, attitude, work ethic and the value of Teamwork.</p>	<p>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p>				
<p>Common Assessment (What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected): An assessment form (RUBRIC) based on a 100 point scale and brief comments/evaluations.</p>					
<p>Description of the Proposed Common Assessment (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</p>					

delivery of learning activities):): An established RUBRIC with a scoring system assessed by the professional “Key” crew member that utilizes the above indicators as well as written evaluations by the Key Crew Member, 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 for the Production grade.

Implementation Process

Collection of Student Artifacts

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

The strict adherence of being on time, proper set etiquette (to include radio communication), safety procedures, and the knowledge of the gear in the department that they will be working in, as the student interviews but may not get the position he is the most knowledgeable in. Prior to the project the RUBRIC will be gone over with the students, as one would do a syllabus. The students will be made aware of the Rubric areas that they will be graded on.

How will student artifacts or data associated with student performance be collected? At the end of the project, the RUBRIC evaluation form will be distributed to the “Key” crew members, who will then submit them to the Film Department.

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 the Equipment Specialist will be on-site at all times. The sign-in/roll will be taken before the call time and the student will check out with one of the two before leaving.

Who will be responsible for coordinating the collection of student artifacts? The staff of the Film Department.

At what point in the academic year / semester will the student artifacts be collected? The artifacts will be collected at the completion of each film project.

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

When will student artifacts be assessed / evaluated? The artifacts are evaluated once they have been received from the Professional Department Heads.

Which faculty or staff from the program/discipline will evaluate student artifacts? The Program Chair and the Equipment Specialist, with input from staff members.

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 the case that 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 that departments RUBRIC.

When will the results / data associated with the assessment plan be analyzed? After every project. We will ask the Professional mentors to not only evaluate our students but the RUBRIC itself so that we can hone it to meet the current trends in the industry and in education.

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 have printed out

work schedules so that students not be penalized. The RUBRIC will help to determine in which areas to focus on, and or change 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)? 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 have printed out work schedules so that students not be penalized. The RUBRIC will help to determine in which areas to focus on, and or change our training/teaching.

How will the assessment results be disseminated to stakeholders (Faculty, Staff, Advisory Boards, etc.)? The stakeholders would be given a document that states the average score of each of the 10 categories of Workplace skills, with an overall average as well as broken down by department so that the stakeholders know what areas to offer ideas and encourage improvement in.

For example, if all of the grips on a project were given a low grade on Knowledge of Equipment, we might focus more on that area during the Grip class, FIL 2450. The students would also be given comments/constructive criticisms that were repetitive that might stress a certain need for an area of improvement. Upon completion of a project, each student will be debriefed by the staff regarding the workplace skills score and any additional comments made by the key crew member.

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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)	Aug 25, 2011	Ralph Clemente	
College-wide live or e-mail / Blackboard discussion will be coordinated to consider input received (if needed)	Aug 25, 2011	Ralph Clemente	
Draft assessment plan is revised to reflect input	Sep 27, 2011	Ralph Clemente	
Faculty vote on the Assessment Plan using the Current voter eligibility list for curriculum (http://valenciacollege.edu/faculty/forms/voterlists/)	Sep 28, 2011	Ralph Clemente	

Dean / Director Support

The Dean(s) / Directors (for Librarians) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

<p style="text-align: center;"><i>Wendy Givaglia</i></p> <p>Dean / Director East / Winter Park Campus</p>	<p>Signature <i>Wendy Givaglia</i></p>
<p>Dean / Director Osceola / Lake Nona Campus</p>	<p>Signature</p>
<p>Dean / Director West Campus</p>	<p>Signature</p>

Improvement Plan and the Use of Assessment Results (To be completed after the implementation of the initial Assessment Plan and the review of student artifacts)

<p>What do the results of this assessment plan suggest about changes / improvements needed within the curriculum (Specific recommendations for improvement, targeted course(s), co-curricular program or student activity)?</p>
<p>What changes to the common course outlines, if any, need to be considered?</p>
<p>What do the results of this assessment plan suggest about changes / improvements to the program assessment process?</p>
<p>Individual(s) Responsible leading the implementation of recommendations</p>

Stakeholders Impacted by the recommendations for improvement