

Start of the Academic Year 2012-2013

New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1st** to Jessica King: jking84@valenciacollege.edu

Please send questions to Laura Blasi, Director, Institutional Assessment lblasi@valenciacollege.edu

How this relates to your Program Improvement Plan: This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

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

1. **What is your program name?** **Film Production Technology**

2. **Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)**
Yes. Through the Perkins Grant we were able to add more equipment to improve our equipment to student ratio. We were also able to assign additional part-time staff to help in the labs. Both of these help us address one of our weaknesses from last year, which deals with knowledge of equipment. The punctuality issue is be dealt with bus using one of our I-Pads like a time clock.

Planning Team Leader(s) ¹	Campus	E-mail Address	Phone Extension	Mail Code
Ralph R. Clemente	East	rclemente@valenciacollege.edu	2413	3-2

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

Planning Team Members²	Campus	E-mail Address	Phone Extension	Mail Code
Travis Bell	East	Tbell4@valenciacollege.edu	2264	3-2
Robert McCaffrey	East	rmccaffrey@valenciacollege.edu	2784	3-2

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: 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; Student representation when possible.

Learning Outcomes and Performance Indicators

Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area: Film Production Technology							
Major finding from last year and related change, if any: We can't assess the changes relating to the knowledge of equipment and the punctuality issues until the students are involved in their first major film shoot.							
Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.): Additional funding for lab assistants. Our labs involve about 26 students each. We have a huge amount of equipment to demonstrate to them and additional lab assistants would contribute greatly to learning opportunities of the students.							
Targeted Program Learning Outcome(s) (PLOs) for this year:							
To Function as a crew member on Film/Digital Cinema project <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;"></td> <td style="width: 30%; text-align: center;">Formative</td> <td style="width: 30%; text-align: center;">Summative</td> </tr> <tr> <td style="text-align: center;">FIL 2432C</td> <td style="text-align: center;">Feature Film Production</td> <td style="text-align: center;">Approval by Professional Department Head & Program Chair & Staff</td> </tr> </table>		Formative	Summative	FIL 2432C	Feature Film Production	Approval by Professional Department Head & Program Chair & Staff	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
	Formative	Summative					
FIL 2432C	Feature Film Production	Approval by Professional Department Head & Program Chair & Staff					
Is this a different outcome from the one reported last year? (yes /no) No							
Does this assessment for this year apply to more than one PLO? (yes /no) Yes							
National Standard(s): (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)	Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above: FIL 2450 – Grip; Rigging, 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 – 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						

	<p>Participation by student as technician in College-sponsored film production.</p> <p>FIL 2580 – 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.</p> <p>FIL 2942 – Internship 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>FIL 2505 - 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.</p> <p>FIL 2461 – Art of Cinematography This course will focus on the art of visual storytelling through lighting and camera movement.</p> <p>FIL 2552 – Editing 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>Performance Indicators for the Program Learning Outcome(s) selected: Students will gain invaluable film set experience from the professional mentors, department heads and key crewmembers. These skills include everything that we teach them in the various classes, FIL 2450 – Gripping, FIL 2505 – Lighting, FIL 2537 – Production Sound, FIL 2552 – Editing, FIL 2580 – Camera, FIL 2461 Art of Cinematography and FIL 2432C – Film Production.</p> <p>Also, close attention is 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>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</p>
<p>Prediction (Given what you know about your students, how do you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle)</p> <p>We expect them to perform very well. We expect and see tremendous growth and improvement between the time that they start the program and the time they graduate. It is very rewarding to see how their knowledge of Filmmaking has grown. The student who has applied her/himself is ready to start working in this very competitive field.</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:

A Rubric, based on a 100-point scale and brief comments/evaluations, executed by our professional partners. In addition to this, the students are graded based on the observations of our faculty and staff.

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 delivery of learning activities:

Since 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 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.

What is the approximate number of students that you expect to assess? (Please indicate "Do not know at this time" if that is the case)

51 students

Implementation Process

Planning for Communication and the Collection of Student Artifacts / Data

1. When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.? At the beginning of the Summer 2012 semester, we contacted our Advisory Board to give us feedback on our Rubric. Since then we've refined it, taking into account the feedback we received from our Advisory Board. We'll be using the refined rubric this year.
2. How will student artifacts or data associated with student performance be collected? My staff and I will collect the artifacts.
3. If student artifacts are to be collected based on a sample of students, what characteristics should the sample include? All of our students will be evaluated equally.
4. What information needs to be communicated to students concerning the assessment process? Students are able to view the Rubric template, so they're aware on what they're being assessed on.
5. 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 Film Equipment specialist will be on-site at all times. A daily sign-in and sign-out roll will be taken before the call time and at the end of the production day. They're also provided a copy of the rubric prior to the start production. It is discussed at that time in class as well.
6. Who will be responsible for coordinating the collection of student artifacts / data? Film Equipment Specialist, part-time staff and I.
7. At what point in the academic year / semester will the student artifacts/ data be collected? Student artifacts are collected at the end of every major production project, which happens up to 3 times per year.

Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)

8. When will student artifacts be assessed / evaluated? The artifacts will be collected at the completion of each film project. The will be evaluated at the end of the final major project.
9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment? I will schedule a meeting with each student to go over the results of their Rubric. I am currently looking into the idea of having the students fill out their own Rubrics as a self-assessment tool, or design one for this purpose.
10. Which faculty or staff from the program/discipline will evaluate student artifacts? My Film Equipment Specialist, part-time staff and I will create data tables and graphs, which will reflect the scoring system of the rubrics. I will be doing the actual evaluation.
11. 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 skill 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.

12. 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.

13. 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.

14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?

Yes, the assessment is the same from last year. We did refine the rubric, which is connected to our improvement plan.

15. 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 students can be 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 change our training/teaching.

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

The Arts & Entertainment AS degree faculty

Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
<p>For thought (you do not need to answer...)</p> <ul style="list-style-type: none"> • <i>Will current voter eligibility lists for the curriculum be used for any voting?</i> • <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: http://valenciacollege.edu/faculty/development/coursesearch.cfm)</i> • <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i> 			

Dean / Director Support

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

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Sign In Sheet for Related Meetings

Name	Dept.	Date	Event