

2015-2016 Annual Assessment Report Template

For instructions and guidelines visit our [website](#)
or [contact us](#) for more help.

Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

a.

b.

c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

PLO: Overall competencies in the Major/Discipline (BLG1: Competence in the Disciplines)

Q1.2.1.

Do you have rubrics for your PLOs?

1. Yes, for all PLOs
 2. Yes, but for some PLOs
 3. No rubrics for PLOs
 4. N/A
 5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

1. Yes
 2. No
 3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes
 2. No (skip to **Q1.5**)
 3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes
 2. No
 3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

1. Yes
 2. No, but I know what the DQP is
 3. No, I don't know what the DQP is
 4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes
 2. No
 3. Don't know

(Remember: Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

Video Communication

Film students demonstrate a mastery of video communication and teamwork or interpersonal communication

Video Communication

Area 1-Develop clear video concepts

Area 2- implement effective organizational strategies

Area 3-Use video technique effectively including; sound, cinematography and editing

Area 4- use appropriate cinematic conventions to convey meaning

Teamwork or Interpersonal Communication

Area 1: Facilitates the Contributions of Team Members

Area 2: Individual Contribution to Outside Team Meetings

Area 3: Fosters Constructive Team Climate

Area 4: Responds to Conflict

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q2.3.

Please **provide the rubric(s) and standards of performance** that you have developed for this PLO here or in the appendix.

See the rubric attached in Appendix I-IV

Standards of performance and expectations: 70% of undergraduate students should reach the milestone in each. (data taken from random sample of five capstone projects and five capstone students.)



2015_2016_Film_Assessment Appendices.docx
1.6 MB



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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
			2. In ALL course syllabi/assignments in the program that address the PLO

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

1. Yes
2. No (skip to Q6)
3. Don't know (skip to Q6)
4. N/A (skip to Q6)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

Q3.2.

Was the data **scored/evaluated** for this PLO?

1. Yes
2. No (skip to Q6)
3. Don't know (skip to Q6)
4. N/A (skip to Q6)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Five randomly selected faculty vetted rubrics from the capstone as well as five Teamwork Value Rubrics applied to a random sample of students from the same course.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

1. Yes
 2. No (skip to Q3.7)
 3. Don't know (skip to Q3.7)

Q3.3.1.


Which of the following direct measures were used? [Check all that apply]


1. Capstone project (e.g. theses, senior theses), courses, or experiences
 2. Key assignments from required classes in the program
 3. Key assignments from elective classes
 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
 5. External performance assessments such as internships or other community-based projects
 6. E-Portfolios
 7. Other Portfolios
 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

Capstone video projects created by students at the most advanced level of the curriculum (see Appendix II).

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 No file attached

Q3.4.

What tool was used to evaluate the data?

1. No rubric is used to interpret the evidence (skip to Q3.4.4.)
 2. Used rubric developed/modified by the faculty who teaches the class (skip to Q3.4.2.)
 3. Used rubric developed/modified by a group of faculty (skip to Q3.4.2.)
 4. Used rubric pilot-tested and refined by a group of faculty (skip to Q3.4.2.)
 5. The VALUE rubric(s) (skip to Q3.4.2.)
 6. Modified VALUE rubric(s) (skip to Q3.4.2.)
 7. Used other means (Answer Q3.4.1.)

Q3.4.1.

If you used other means, which of the following measures was used? [Check all that apply]

1. National disciplinary exams or state/professional licensure exams (skip to Q3.4.4.)
 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to Q3.4.4.)
 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to Q3.4.4.)
 4. Other, specify: (skip to Q3.4.4.)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

1. Yes

- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

The faculty came to a *consensus* regarding which assignments exemplified student work.

Q3.6.1.

How did you **decide** how many samples of student work to review?

The faculty came to a *consensus* for a reasonable number of projects

Q3.6.2.

How many students were in the class or program?

Min. of 25 students

Q3.6.3.

How many samples of student work did you evaluated?

Video rubric: 5 Group projects (20 students evaluated)
Teamwork rubric: (5

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

1. Yes
 2. No
 3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

1. Yes
 2. No (skip to **Q3.8**)
 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [Check all that apply]

1. National student surveys (e.g. NSSE)
 2. University conducted student surveys (e.g. OIR)
 3. College/department/program student surveys or focus groups
 4. Alumni surveys, focus groups, or interviews
 5. Employer surveys, focus groups, or interviews
 6. Advisory board surveys, focus groups, or interviews
 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

Q3.7.2.If surveys were used, how was the sample size **decided**?**Q3.7.3.**If surveys were used, how did you **select** your sample:**Q3.7.4.**

If surveys were used, what was the response rate?

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

1. Yes
2. No (skip to **Q3.8.2**)
3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [Check all that apply]

1. National disciplinary exams or state/professional licensure exams

2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
4. Other, specify: AAC&U VALUES rubrics + multiple-choice exams + rubrics pilot-tested and modi...


Q3.8.2.


Were other measures used to assess the PLO?

1. Yes
2. No (skip to Q4.1)
3. Don't know (skip to Q4.1)

Q3.8.3.

If other measures were used, please specify:

 No file attached

 No file attached

(Remember: Save your progress)


Question 4: Data, Findings, and Conclusions


Q4.1.

Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for Q2.1:

Data for the Video Production Rubric

Table 1: Video Production Rubric

 No file attached

 No file attached

Q4.2.


Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?


Generally, results show that students are meeting or exceeding expectations. However, 40-80% of students are not meeting the Benchmark in the areas of Audio, Editing and Cinematography. Except in the area of audio production, an average of 60% of students are meeting the milestones. (Goal: 70%)

Each year, we attempt to improve the introductory and intermediate curriculum to better prepare students for the rigors of the capstone course. Full-time faculty needs to commit more to developing these skills in beginning and intermediate level courses, because there is limited time to teach skills in the capstone. We are hoping that with primarily full-time faculty in the core areas of the major (hasn't been the case for several years), we can meet our goal of 70% of students reaching the video production milestones.

If we can budget more availability of the intermediate course *Writing Short Scripts for Film/Video*, we should make it a prerequisite for both the Intermediate and Advanced level production courses. Many students who were in the capstone were also in the writing course creating scripts. These scripts need to be developed before the capstone course and not during, so students aren't developing stories/ideas during production.

Standards in the prerequisites should also be higher and more consistent. Because of our recent hire, we have full-time faculty in the major's lower division courses, so we can raise the standards consistently for these classes. (It is much more difficult to have consistent standards in this area when the courses are taught in part-time) Students who complete these courses must make a B- or better to continue to the intermediate and advanced production courses. Better prepared, better-skilled, students will help us to improve the outcomes of both the program and the capstone.

 No file attached

 No file attached

Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

*These assessment data have to potential to inform curricular needs. As we move toward Program Review and with the consent of the full faculty, we can work toward addressing at least some of these assessment issues in the coming year (2015-2016). Specifics changes include:

1) Identify PLOs that are a priority, along with evaluating current criteria

Assessing the impact of this change can be evaluated at next year's assessment by the inclusion of new PLOs and evaluation criteria.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Revising rubrics and/or expectations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
10. Alumni communication	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

15. Strategic planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. New faculty hiring	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

The Department will use assessment data from 2015-2016 to consider the following changes.

1. The new hire in video production will be consistently teaching in vital areas of video production.
2. Full-time faculty will be teaching in most of the vital areas of video production and will increasing rigor and consistency for these courses
3. We will advise students who are struggling with production into other concentrations like Film Studies or we will work with them to ultimately find pathways to success.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If your program/academic unit has collected data on program *elements*, please briefly report your results here:**

No file attached No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy

6. Inquiry and Analysis
7. Creative Thinking
8. Reading
9. Team Work
10. Problem Solving
11. Civic Knowledge and Engagement
12. Intercultural Knowledge and Competency
13. Ethical Reasoning
14. Foundations and Skills for Lifelong Learning
15. Global Learning
16. Integrative and Applied Learning
17. Overall Competencies for GE Knowledge
18. Overall Competencies in the Major/Discipline
19. Other, specify any PLOs not included above:

- a.
- b.
- c.

Q8. Please attach any additional files here:

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here:

2015_2016_Film Assessment
 Film Assessment Plan 2015
 Film Curriculum Map 2015

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

BA Communications

P1.1.

Program/Concentration Name(s): [by department]

Select...

P2.

Report Author(s):

Jenny Stark

P2.1.

Department Chair/Program Director:

Gerri Smith

P2.2.

Assessment Coordinator:

Carmen Stitt

P3.

Department/Division/Program of Academic Unit

Comm. Studies

P4.

College:

College of Arts & Letters

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

Coms: Digital Video 107
Film: Digital Film/Video
Production 114

P6.

Program Type:

1. Undergraduate baccalaureate major
 2. Credential
 3. Master's Degree
 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

Don't know

P7.1. List all the names:

Coms: Digital Video

Film: Digital Film/Video Production

P7.2. How many concentrations appear on the diploma for this undergraduate program?

2

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:

P8.2. How many concentrations appear on the diploma for this master's program?

N/A

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

0


P10.1. List all the names:

When was your **assessment plan...**

	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

 **Film AssessmentPlan2015.docx**
41.81 KB


P12.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

P12.1.

Please attach your latest **curriculum map**:

 **Film Curriculum Map2015.docx**
26.35 KB

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

1. Yes
 2. No
 3. Don't know

P14.

Does your program have a capstone class?

1. Yes, indicate:
 2. No
 3. Don't know

P14.1.

Does your program have **any** capstone project?

1. Yes
 2. No
 3. Don't know

(**Remember:** Save your progress)

Appendix I: Video Production Assessment

	Capstone 4	Milestones 3	Milestones 1	Benchmark 1	Benchmark not Met 0
A1: Develop clear video Concepts	Premise is strong and compelling and the student demonstrates significant understanding of their target audience	Demonstrates adequate understanding of concept and target audience.	Demonstrates an attempt at concept and target audience.	Minimal attention to concept and target audience.	No attention to concept and target audience
A2a Use video technique effectively. <u>Sound</u>	Demonstrates skill in audio production and post. Sound levels are correct and the sound design creates an appropriate mood for the video.	Demonstrates adequate skill in audio production with few errors. For the most part sound levels are correct and the sound design contributes somewhat to the mood of the video.	Demonstrates an attempt at proper audio production, proper sound levels and appropriate sound design.	Demonstrates minimal attention to audio production, proper sound levels and appropriate sound design.	Demonstrates little or no attention to audio production, proper sound levels and appropriate sound design
A2b <u>Editing and Post:</u>	Transitions are smooth, the rhythm of the cuts is appropriate to each scene, Effects are well rendered and compliment the project.	Transitions are adequate, for the most part there is consideration taken to insure that the rhythm of the cuts is appropriate to each scene and that effects are well rendered.	Demonstrates an attempt at smooth transitions, appropriate rhythm and well- rendered effects.	Minimal attention and/or competence in the area of editing, smooth transitions, appropriate rhythm, and well- rendered effects.	Little or no attention and/or competence in the area of editing smooth transitions, appropriate rhythm and well rendered effects.
A2c <u>Cinematography:</u>	Framing, Lighting and Camera moves demonstrate strong technical skill and aesthetic awareness. The use of this technique creates a mood appropriate to the meaning of the video.	Demonstrates adequate technique in all areas of cinematography and consideration was taken to use cinematography to create a mood appropriate to the meaning of the video.	Demonstrates awareness of cinematographic technique and mood, but there are significant limitations in technical skill.	Demonstrates minimal attention to cinematography. More than half of the shots are poorly framed, haphazard, or have improper lighting. The camera work at times distracts from the video.	Demonstrates little or no attention to cinematography, framing.
Area 4- Develop Clear Video Concepts	<u>Demonstrates a thorough understanding and mastery of time-based structure and the conclusion has significant impact.</u>	<u>Demonstrates an adequate understanding and use of time-based structure and the conclusion has significant impact.</u>	<u>Demonstrates an attempt at the understanding and use of time-based structure and there is also a noticeable attempt to make an impact.</u>	<u>Minimal attention to and understanding of time-based structure and the conclusion has some impact.</u>	<u>Little or no structure or interest</u>

Appendix II: Results from Video Production Rubric

STREETLIGHTS

A1 / Video Concepts - Milestones 1
A2a / Sound - Milestones 1
A2b / Editing - Milestones 3
A2c / Cinematography - Capstone 4
Area 4 / Video Concepts - Milestones 1

BECOMING LEON

A1 / Video Concepts - Capstone 4
A2a / Sound - Milestones 1
A2b / Editing - Milestones 1
A2c / Cinematography - Milestones 3
Area 4 / Video Concepts - Milestones 3

JUST A WHISPER

A1 / Video Concepts - Capstone 4
A2a / Sound - Milestones 3
A2b / Editing - Milestones 3
A2c / Cinematography - Milestones 3
Area 4 / Video Concepts - Milestones 1

5%

A1 / Video Concepts - Milestones 1
A2a / Sound - Benchmark 1
A2b / Editing - Milestones 1
A2c / Cinematography - Milestones 1
Area 4 / Video Concepts - Milestones 3

SPRINGVIEW FIELD

A1 / Video Concepts - Milestones 3
A2a / Sound - Milestones 1
A2b / Editing - Capstone 4
A2c / Cinematography - Capstone 4
Area 4 / Video Concepts - Milestones 3

Appendix III: Teamwork Value Rubric

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org



STUDENT NAME _____ JUST CIRCLE THE NUMBERS THAT APPLY FOR EACH TOPIC

	Capstone 4	Milestones		Benchmark 1
		3	2	
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members. 	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> Treats team members respectfully by being polite and constructive in communication. Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Appendix IV: Results from Teamwork Value Rubric

- 1 - Milestones 3
- 2 - Milestones 3
- 3 - Capstone 4
- 4 - Capstone 4
- 5 - Capstone 4

- 1 - Benchmark 1
- 2 - Benchmark 1
- 3 - Milestone 2
- 4 - Milestone 3
- 5 - Benchmark 1

- 1 - Benchmark 1
- 2 - Benchmark 1
- 3 - 0
- 4 - Benchmark 1
- 5 - Benchmark 1

- 1 - Capstone 4
- 2 - Capstone 4
- 3 - Milestones 2
- 4 - Capstone 4
- 5 - Milestones 2

- 1 - Milestones 2
- 2 - Benchmark 1
- 3 - Milestones 2
- 4 - Benchmark 1
- 5 - 0

Film Studies Program Assessment Plan

Overview

Film Studies is an interdisciplinary program, a collaboration of the departments of Communication Studies, English, History, Design and Theater & Dance. The program emphasizes film production, history, criticism and writing. Students develop an understanding of the art and practice of film in a common core of classes, and select one of two tracks: Film Studies or Film Production. Faculty who teach classes identified by the assessment plan are responsible for collecting data. The Film Program Coordinator oversees the assessment process, ensuring that data collection is completed and on schedule, and organizing the results for analysis and distribution to all faculty at least once every semester. *See Appendix I Matrix*

Background

The goal of the assessment plan is to improve student learning. The program will use the assessment process to set high standards for learning and collect data to determine how well student performance matches those expectations. Through this process, the program will identify areas of strength and weakness and look for ways to improve the quality of the program. Improvements may include curriculum modifications, changes to teaching practices and/or materials, additional resources or the use of new technologies.

The program began as a pilot in 2007 and started collecting assessment data in 2011. The assessment plan encompasses a broad cross-section of data that includes reviews of student video projects, student papers, student surveys and exams. (*See Appendix II*) The program created these measures, based on quantitative methods and validated rubrics, including that from AAC&U's written communication area. Other program rubrics were created based on the format of AAC&U's VALUE rubrics.

The program's learning goals align with the Baccalaureate Learning Goals in all five areas: Competence in the Discipline, Knowledge of Human Cultures, Intellectual and Practical Skills, Personal and Social Responsibility and Integrative Learning.

Assessment Schedule

Assessment data will be collected in both Fall and Spring to disperse faculty efforts across the academic year. Each program learning outcome is assessed at least once per year.

Learning outcomes & assessment measurements

The program has developed three learning goals. They include:

1. Students will communicate effectively in a variety of contexts
2. Students will think critically when constructing and consuming messages
3. Students will have knowledge of discipline principles

The following is a description of how these overarching goals are measured.

1. Students will communicate effectively in a variety of contexts

Demonstrate a mastery of video communication: Develop clear video concepts, implement effective organizational strategies, select evidentiary support material, use appropriate cinematic conventions to convey meaning. *See Appendix II*

Senior projects from Coms 185, Senior Video Practicum, will be assessed using a rubric that was constructed, vetted and approved by faculty. The rubric is comprised of 5 dimensions: Each dimension is scored on a 5-point scale that ranges from a value of “0,” indicating that it does not meet the benchmark to “4,” indicating capstone or complete proficiency.

Demonstrate proficiency in written communication: use clear language and effective organizational strategies; show proficiency in using written English, including proper spelling, grammar and punctuation.

Papers from Coms 192, Senior Seminar in Film and English 105, Film Theory and Criticism, will be assessed using the AAC&U’s VALUES Written Communication rubric. The rubric is comprised of five dimensions: context and purpose, content development, genre and disciplinary conventions, sources and evidence and control of syntax and mechanics. Each dimension is scored on a 5-point scale that ranges from “0,” indicating that it does not meet the benchmark to a “4,” indicating complete proficiency. *See Appendix III*

Demonstrate ability to work collaboratively in small groups: work effectively as part of a team and apply appropriate conflict management skills, complete group projects successfully and on-schedule.

Students and their instructors will be surveyed after successful completion of a group project in Coms 185, Senior Video Practicum. They will use the AAC&U’s VALUE Teamwork rubric to rate students with whom they collaborated on the project. The rubric is comprised of five dimensions: contributions to team meetings, facilitation of the contributions of team members, individual contributions, fostering of constructive team climate and response to conflict. Each dimension is scored on a 5-point scale that ranges from “0,” indicating that it does not meet the benchmark to a “4,” indicating complete proficiency. *See Appendix IV*

2. Students will think critically when consuming and constructing messages.

Demonstrate higher-level thinking through interdisciplinary video and film critique: analyze messages in film and video; evaluate the aesthetics of media productions, explain the values, ideologies and cultural influences in cinematic messages.

Papers from Coms 192, Senior Seminar in Film and English 105, Film Theory and Criticism, will be assessed using the AAC&U’s VALUES Critical Thinking rubric. The

rubric is comprised of five dimensions: context and purpose, content development, genre and disciplinary conventions, sources and evidence and control of syntax and mechanics. Each dimension is scored on a 5-point scale that ranges from “0,” indicating that it does not meet the benchmark to a “4,” indicating complete proficiency. *See Appendix II*

3. Students will have knowledge of discipline principles.

Demonstrate a mastery of film discipline knowledge: Understand contemporary practices in digital video and cinema, identify the historic development of media and film and its evolution into digital forms.

A random sampling of 15 students in Coms 185, Senior Practicum in Video Production, complete a 20-questions multiple-choice examination that was constructed, vetted and approved by the Film Committee. To meet the benchmark, students must earn a score of at least 70 percent. *See Appendix I*

Appendix 1
 Connecting Program Goals, Student Learning Outcomes, and Assessments
 Example of POSSIBLE Assessment Data Collection Plan - FOCUS: Student Learning

Overarching Program Learning Outcomes (may also be known as Program Goals)	Corresponding Student Learning Outcomes (SLOs). (Each must directly relate to one or more Program Learning Outcomes/goals)	Course(s) Where Student Learning Outcomes are Assessed	How often will the SLO be assessed?	*What types of assessment activities will be used?	**What type of tool will be used to score/evaluate the activity?	***How will assessment data (both aggregated and disaggregated) be reported?	Who will administer the assessment and who will analyze the data?	How will collected data be used? By whom?	How will data be reported? By whom?
A. Students will communicate effectively in a variety of contexts	1. <i>Demonstrate a mastery of video communication</i>	Capstone Course: ComS 185 Senior Video Practicum	Fall 2013 Spring 2014 Fall 2015 Spring 2016 Fall 2017 Spring 2018	6 Capstone Video Projects	A rubric that is constructed, vetted and approved by faculty	The rubric is comprised of 5 dimensions: Each dimension is scored on a 5-point scale that ranges from a value of "0," indicating that it does not meet the benchmark to "4," indicating capstone or complete proficiency.	Faculty teaching the course will administer the assessment and the Film Committee will analyze the data.	Used by the program to determine how well student performance matches programmatic expectations.	The data will be reported by the Film Committee. Each area will be reported as percentages: To meet the benchmark for each skill 70% of students must score a three or higher.
	2. Demonstrate proficiency in written communication	ComS 121 Media Aesthetics ComS 192 Senior Seminar in Film Studies	Fall 2016 Spring 2017	Random sampling of 8 Papers	AAC&U's VALUES Written Communication rubric AAC&U's Critical Thinking Rubric	The rubric is comprised of five dimensions: Each dimension is scored on a 5-point scale that ranges from "0," indicating that it does not meet the benchmark to a "4," indicating complete proficiency.	Faculty teaching the course will administer the assessment and the Film Committee will analyze the data.	Used by the program to determine how well student performance matches programmatic expectations.	The data will be reported by the Film Committee. Each area will be reported as percentages: To meet the benchmark for each skill 70% of students must score a three or higher.

Overarching Program Learning Outcomes (may also be known as Program Goals)	Corresponding Student Learning Outcomes (SLOs). (Each must directly relate to one or more Program Learning Outcomes/goals)	Course(s) Where Student Learning Outcomes are Assessed	How often will the SLO be assessed?	*What types of assessment activities will be used?	**What type of tool will be used to score/evaluate the activity?	***How will assessment data (both aggregated and disaggregated) be reported?	Who will administer the assessment and who will analyze the data?	How will collected data be used? By whom?	How will data be reported? By whom?
C. Students will have knowledge of discipline principles.	<i>Demonstrate a mastery of film discipline knowledge:</i> Understand contemporary practices in digital video and cinema, identify the historic development of media and film and its evolution into digital forms.	ComS 128 And ComS 185	Fall 2017/Spring 2018	20-questions multiple-choice examination t constructed, vetted and approved by the faculty.	Examination Score/Percentage.	Aggregated percentage. Disaggregated report for each subject area.	The examination will be vetted and graded by the Film Committee. The faculty teaching the course will administer the exam.	Used by the program to determine how well student performance matches programmatic expectations.	For the program to meet its benchmark students must earn a score of at least 70 percent on the exam. Disaggregated: 70% or more of students must get each subject area correct.

Action:

A stronger introduction to sound production and post-production will be implemented right away as part of the program core. Development and mastery courses will also place more emphasis in this area.

The majority of students are meeting the program goal in the areas of mastery of communication, clarity, story-structure and dramatic question. The program will continue to require thorough project proposals and an emphasis on scriptwriting and film critique to strengthen these skills.

We will continue to implement and monitor the results of this practice for senior projects in the future.

In our Five-Year Plan we will also be looking at the balance of our core Film Studies requirements with the skills courses, practicum, and internships. Students are hindered by the limited time they have in the major to devote to their production courses. This means that we need to look seriously at the possibility at increasing the amount of unit time for production classes so students can increase their skill levels in the areas of audio production, post production and editing.

5 Year Plan for Film Program

Year	Resources	Community Visibility and Outreach	Assessment	Curriculum
1	Look for ways to improve upon resources that are already allocated. <i>For example: increase lab support and functionality, (where possible) increase class efficiency, and explore the use of Teaching Assistants to provide even more support for the program.</i>	Update the Film website including improvements to the student jobs section. Improvements will include an update of the jobs form and the inclusion of testimonials from past employers.	Digital Film/Video Production faculty will examine all courses that require sound production. We will find solutions to intermediate and senior level sound production issues revealed by assessment results. Assessment data will be gathered from the following courses: ComS 185, ComS 192, ComS 128	Film Committee will conduct curriculum check-up. Determine if there is overlap in content or films screened in class. Conversely, look for important content that is not being covered in the core.
2	If possible, implement changes at the departmental level that will generate efficiency in our curriculum.	Continue (and increase) Film's visibility in the Sacramento's arts community and at local film festivals. Find new and exciting venues to show student projects as part of an annual film festival.	Implement changes in courses with respect to production sound issues. Examine post-production issues in intermediate and advanced production courses. Assessment data outlined in our assessment plan will be gathered from the following courses: ComS 185, Eng 105, ComS 128	Implement any necessary changes based on the determinations of the previous year.
3	Assess the effectiveness of changes made in previous year. Prioritize areas that need additional support.	With the help of the Hornet Film Society, develop ways to keep our Alumni involved in the Film program.	Implement changes in the production core that will enhance the quality of post-production in capstone projects. ComS 185, ComS 192, ComS 128	Address the need for additional units for the production capstone and internships. Determine the best approach to this issue.
4	Explore external avenues of funding including private donors, community support and fundraising events.	Work with the School of Arts and Letters to help engage with the community in positive ways. Possibilities: after school video programs, art therapy for veterans, educational videos for non-profits.	With the help of the Film Committee, develop a new assessment plan that takes a more holistic approach at assessing the Film Studies core. ComS 185, ComS 128, Eng 105	Implement any changes to the core decided in the previous year.
5	Seek out alternative avenues of support as well as any possible additional support from the university.	Initiate, at least in part, community engagement opportunities	Gather data from appropriate courses for program review. ComS 185, ComS 192, ComS 128. Report all data for program review. Take action regarding this data.	A second curriculum check-up based on course availability, faculty retirements and assessment results. Creation of a new Five-Year Plan.

Curriculum Map Linking Film Learning Outcomes to Each Course in the Curriculum

Classes	Outcome 1: Mastery of Video Communication	Outcome 2: Proficiency in Written Communication	Outcome 3: Ability to work collaboratively in small groups	Outcome 4: Critical thinking: interdisciplinary video and film critique	Outcome 5: Demonstrate mastery of Film discipline knowledge
FILM/COMS 27A Digital Film/Video Production (Corequisite 27A)	I			I	I
FILM/COMS 27B Digital Film/Video Production Lab (Corequisite 27B)			I		I
FILM/ENGL 97 Introduction to Film Studies	I	I		I	I
FILM/COMS 121 Media Aesthetics		I, D		I, D	I, D
FILM/COMS 155 Survey of World Cinema		D		D	D
FILM/HRS/HIST 169 Hollywood and America				D	
FILM/COMS 20A Audio (Corequisite: COMS 20B)	I, D				I, D
FILM/COMS 20B Audio Production Lab (Corequisite: COMS 20A)	I, D		I, D		I, D
FILM/COMS 124A Writing Short Scripts for Film/Video	D	D		D	D
Coms 124B Documentary and Non-Narrative Film/Video Writing	D	D		D	D
FILM/COMS 128 Non-Studio Television	D		D		D
FILM/COMS 130 Staging and Lighting for Digital Video	D		D		D
COMS 185 Practicum in Video Production	D, M		D, M	D, M	D, M
FILM/COMS 192 Senior Seminar in Film	D, M	D, M	D, M	D, M	D, M

“I” stands for “introduced”, “D” for “developed”, and “M” for mastered.