A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING
What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? *(Refer back to plans indicated in “Response to Assessment Findings ” in 2011-2012 Assessment Report.)*

MP 1800 has switched over to a digital production course to prepare students for changing technology in the field. Methods of instruction have changed consistent with changes in new technology. We have overcome a previous deficiency in the curriculum, screenwriting, by including writing workshops with alumni Nichol Simmons and a weekend intensive screenwriting retreat with Sherman Payne.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED
Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to _______________________.

Graduates will be able to communicate effectively.
Graduates will be able to demonstrate their understanding of contemporary social and ethical issues.

*(Please note that due to specialized accreditation requirements, accredited programs may be required to assess and report on all program level student learning outcomes every year; accredited programs should report in a manner that will align with their accreditation. Programs not carrying specialized accreditation may assess all of their learning outcomes every year but may choose to report on 2-3 per year, looking at several years of data.)*

C. METHODS FOR COLLECTING DATA
Which students were included in the assessment? *(For example, all seniors completing Course X in Spring 2013, all graduating seniors, etc.)*

All seniors completing their junior thesis project films that presented their work at the Big Lens Festival and all juniors in the production program.

D. ASSESSMENT MEASURES
- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?

Presentation of film work at the Big Lens Festival and Documentary Night.
- What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

Regular Faculty E-mail contacts with alumni
Evaluations of the junior and senior projects
Tracking of student and alumni successes in film festivals and the professional filmmaking industry.

E. SIGNIFICANT FINDINGS
What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?
Our students successfully demonstrated their ability to communicate effectively by publicly presenting their film work to a receptive audience. Students communicated their ideas through their film work. In addition, they responded to questions and critiques from audience members successfully at both Big Lens and Documentary Night.

Our students successfully demonstrated their understanding of contemporary social and ethical issues by engaging these issues in their film work. Our students make films that matter and deal with difficult subject matter related to gender issues, sexuality, medical ethical issues and working class concerns.

Virtually all of our students go on to great opportunities and jobs in the motion pictures industry; and a significant number of our current or recently graduated students received film festival showings and/or prizes in major international festivals. For example, Brittany Shyne’s junior thesis film *Painted Lady*, presented at the 2013 Big Lens Festival, received national attention at the Women’s Independent Film Festival in Santa Monica, California, for Best Film, Best Director, and tied for Best Actor in the Short Film. It was also accepted to the Pan African Film Festival. Ashley Brandon and Dennis Hohne’s documentary *Punches and Pedicures* was accepted to the very competitive Slamdance Film Festival. Our alumni in the New York City and Los Angeles markets had a number of success stories. Alumna Hannah Beachler was the Production Designer of *Fruitvale Station*, which took both the Grand Jury and Audience awards at Sundance. Alumni Sherman Payne sold a high profile spec script to the producer of *Crouching Tiger, Hidden Dragon*, *Biutiful* and *Y Tu Mama Tambien*.

**F. DISCUSSION OF RESULTS**

How were results shared? With whom were they discussed?

The results were shared with faculty in the area.

**G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING**

Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

Faculty will teach job related skills in Senior Seminar. Senior Seminar will become a mandatory course. Faculty will have regular email contact with alumni to ensure the course is successful. Faculty will evaluate students at the end of the first and second year to ensure students are able to demonstrate their knowledge of filmmaking. Faculty will evaluate junior and senior projects to improve student learning. Faculty will evaluate student writing to ensure students are able to communicate effectively through the written word, as well as through media production. Faculty will work with students presenting their work to the community at large at the Big Lens Festival and Documentary Night to ensure their proper preparation and to set them up for success at these events.

**H. SUPPORTING DOCUMENTS (recommended)**

Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.