

MSU Departmental Assessment Report Spring 2014

Department: School of Film and Photography

Date: May 10, 2014

Degrees/Majors/Options Offered by Department

BA in Film and Photography

MFA in Science and Natural History Filmmaking

Annual Assessment Report

Assessment reports are to be submitted annually to report assessment activities and results by program. The reports are due every summer with a deadline of September 15th each year.

The use of this template is entirely optional.

Note: These reports have been required by MSU policy since 2004.

Academic Year: 2013-2014
Department: School of Film and Photography
Program(s): BA in Film and Photography
MFA in Science and Natural History Filmmaking

1. What Was Done

According to our assessment plan, we evaluated learning outcomes 1, 2, 3, 4 and 5 this year in selected courses in the Undergraduate and MFA curricula.

2. What Data Were Collected

Fall 2013

B.A.

The final assignment was collected from FILM 212 in the undergraduate curriculum and scored using our “Production Assignment” rubric template. We evaluated outcomes 1, 3, 4.

The final exam was collected from Film 260 and scored according to the “Studies Exam” rubric. We evaluated outcomes 2, 3, 5.

MFA

The final film assignment was collected from FILM 525 and scored according to our ‘MFA Production Assignment’ rubric. We evaluated outcomes 1, 2, 4, 5.

Spring 2014

B.A.

The final written screenplay was collected from Film 251. We evaluated outcomes 1, 3, 4, 5.

MFA

The final assignment was collected from FILM 523 and FILM 525 and scored according to our “Production Assignment” rubric.

The final written assignment was collected from FILM 518 and scored according to our “Creative Written” rubric

3. What Was Learned

BA

1. A majority of our students “possess a general technical and aesthetic proficiency in either film or photography.”

2. A majority of our students “understand and appreciate the history and criticism of photography and/or film,” although the fall students fell slightly below this threshold.
3. Students used “effective oral and written communication skills.”
4. Most students were able to “successfully plan, communicate, execute, and defend original artistic creations.”
5. Students demonstrated an ability to “employ critical thinking skills informed by integrating areas of knowledge outside their chosen discipline.”

MFA

1. A majority of our students are “developing a general technical and aesthetic proficiency in film.”
2. A majority of the MFA students demonstrated an ability to “understand and appreciate the history and criticism of film and related media,” with the percentage ranging from a low of 67% to a high of 100% depending on the semester and the class.
3. Students used “effective oral and written communication skills.”
4. Most students were able to “successfully plan, communicate, execute, and defend original artistic creations.”
5. A majority of the students demonstrated an ability to “employ critical thinking skill.”
6. A majority of students were able to “effectively work within the professional/production structures” of their field

4. How We Responded

BA

We are revising our rubrics for next year to allow us to pinpoint specific weaknesses more precisely and asking instructors to include the rubrics in selected assignments.

To create a more consistent outcome among the students, we are making “critical thinking” a production imperative beginning with freshman classes.

MFA

Because many of our MFA students come from science backgrounds, it often takes several of them at least a semester to develop a more aesthetic sensibility toward film history and criticism; to expedite this process, we are sending out reading /viewing lists to the students the summer preceding enrollment to help accelerate the process.

While the students’ performance in this area improves the longer they are in the program, we are exploring new exercises in the first semester to more fully integrate critical thinking into the curriculum.

The students do well within the professional / production structures of their field. We will reinforce this area of strength by continuing to emphasize the importance of this ability.